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ABSTRACT

A project to increase group decision making at a Wyoming secondary school is described in this practicum report. The intervention was designed to improve the group decision-making skills of members of the faculty advisory council and of department chairs. A skill development model based on training, practicing, monitoring, receiving feedback, and coaching was developed. Significant gains, as measured by the z test of proportions, were made in faculty acceptance of group decisions and in identification of decision-making processes before taking action. Chi square analysis that compared consistency in articulating role expectations before and after intervention indicated significant improvement. Department chairs who did not participate in the model regressed in their assumptions of task initiation functions. Another outcome was a significant improvement in the faculty's perception of the principal's effectiveness on the self-evaluation tool that originally had been a primary indicator of the need for intervention. Nineteen tables and 35 figures are included. Appendices contain journal entries, correspondence, interview notes, and survey responses. (70 references) (LMI)

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# MOVING TOWARD EFFECTIVE TEACHER EMPOWERMENT THROUGH IMPROVED DECISION MAKING AT A SECONDARY SCHOOL IN WYOMING

by

Fran Mayeski

A Major Applied Research Project presented in partial fulfillment
of the requirements for the degree of Doctor of Education

Nova University

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# ABSTRACT

This report describes an intervention in the implementation of strategies for group decision making by two committees in a secondary school. Teacher unrest with the decision-making process existed at this school as measured by responses on a school wide self-evaluation tool, questionnaires, comments made in meetings, interviews, letters and the faculty successfully petitioning to rescind a decision that had been made by a committee.

The intervention was designed to increase the group decision-making skills of the members, including the principal, of the Faculty Advisory Council (FAC) and the department chairs. A skill development model of training, practicing, monitoring, receiving feedback and coaching was planned for both groups.

The skill development model was used with the members of the FAC. Significant gains, as measured by the $z$ test of proportions, were accomplished in the faculty's acceptance of the decisions the group made. The practice of identifying the decision-making process before it was used increased significantly, as measured by the $z$ test of proportion. The chi-square test was used to compare the consistency in articulating role expectations before and after the intervention. The results were highly significant. As a result of a crisis event in the school, double-shifting, the skill development model was not used with the department chairs. Their assumption of task initiation functions regressed. The historical account of the alternative intervention, working with the principal alone, provides some insights into the change process. A side-effect was a significant increase, as measured by the $z$ test of proportions, of the faculty's perception of the principal's effectiveness on the self-evaluation tool that had been a primary indicator of the need for the intervention.

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## Chapter One

# MOVING TOWARD EFFECTIVE TEACHER EMPOWERMENT THROUGH IMPROVED DECISION MAKING AT A SECONDARY SCHOOL IN WYOMING

### Discrepancy/Problem Statement

Teacher unrest with the decision-making process at The High School (THS) existed among the principal, department chairs and faculty as measured by responses on the North Central Self-Study survey and other questionnaires, comments made at meetings, interviews with informal and formal leaders of the faculty, letters, and the faculty petitioning to rescind a decision that had been made by a committee.

### Situational Data: Discrepancy Setting

THS is one of the three largest schools in Wyoming and the largest of the three high schools in the district. In 1987, there were 1,450 students enrolled in grades 10-12. In 1987, 93 percent of the student body were white, four percent were Asian and two percent were black. There were 163 students on free and reduced lunches.

The enrollment at THS has been stable. In 1987, 89.8 percent of the seniors had attended THS for all three years. Curriculum offerings during the 1980's were broadly based. The 175 courses ranged from advanced placement level classes to self-contained special education classes. During the 1980's, graduation requirements increased from 16 to 22 credits.

Data from a survey of 1985 graduates indicated that 52.57 percent were in college; 18.83 percent were working full-time; 3.67 percent were in the armed services and 2.93 percent were in vocational school. The 1987 graduating class received approximately $650,000 in scholarships. Seven National Merit Semi-finalists and five Commended Students were named from the 1988 senior class. In 1986-87, 223 of the 452 students participated in the ACT testing program. The Spring 1987 composite scores placed THS students in the 82 percentile. This was above the state, regional and national average.

At the time of the 1987 North Central Association Annual Report, THS had 105.8 professional, full-time equivalent staff members. The average age of the administrative/instructional staff was 44.55 years, the average number of years of teaching experience was 15.01 and the average length of tenure was 11.8 years. Two of the 105 faculty members had doctoral degrees, 49 had master's degrees and 54 had bachelor's degrees. The student-professional staff ratio was 13.3 to one.

The staff included one principal, three assistant principals, one part-time activities coordinator, four counselors, one educational diagnostician, one social worker and a nurse. In addition, 16 secretaries, clerks and aides functioned as auxiliary personnel. The average experience of the THS administrative team was 6.5 years. All of the administrators had master's degrees and two were enrolled in a doctoral program.

The writer has provided consultative services to the district since 1985. In addition to conducting workshops for teachers and administrators on the essential elements of effective instruction, classroom management and instructional supervision, the writer has provided on-site coaching for teachers and administrators. Initially the workshops were held on release-time. Due to budgetary constraints, the training sessions have been offered after school, in the evening, on weekends and in the summer, since 1986. The classes were available for graduate credit from the University of Wyoming and were held at THS.

Between September 1988 and February 1989, the principal and the department chairs participated in a project designed to expand their understanding of effective group decision making. (Mayeski, 1989) They attended training sessions conducted by the writer and used some of the concepts in guided practice settings. All training took place during the school day.

The community has been supportive of THS. Parental attendance at the traditional Back-to-School Night has doubled since 1983. Approximately 800 parents attended in 1987. The Parent Advisory Council was formed in 1986 and meets four times a year to provide input to the building administrative team.

Many changes have taken place at THS during the past decade. The changes have been both physical and procedural. Physically, the 60-year-old physical plant has been renovated. Procedurally, job descriptions have been written, policies have been outlined in a faculty handbook, minutes of committee meetings have been distributed to staff and a newsletter keeps the community informed about the events at THS. There has been extensive curriculum revision and program development.

In the 1986-87 school year, every staff member participated in examining the strengths and weaknesses of THS High School. This self-study was part of the North Central Evaluation process. The staff used the fifth edition, evaluative criteria, published by the National Study of School Evaluation, to guide their self-study. In 1987, an external team spent three days, on site, validating the results of the self-study.

## Situational Data: Community Setting

Since its incorporation in 1889, the city's population has expanded and retracted in response to the energy industry economy. Petroleum companies and the related service providers are the predominant employers. Since 1984, there has been a downward trend in the industry as indicated by an unemployment rate that ranges between nine and eleven percent. Because of the heavy reliance on this one industry, the city's population has been reduced by approximately 15,000 people since 1984. Other significant employers are county and city government, Wyoming Medical Center and the educational system. The population of this county seat is 50,000, and it has an unemployment rate of 11 percent.

Residents of the city have access to a modern, regional shopping facility with over 92 retail stores. A 10,000 seat arena accommodates conventions, trade shows, concerts and sporting events. Additional amenities include an art museum, a recreation center, a local branch of the University of Wyoming, a junior college, a planetarium and a library.

Service organizations and programs thrive in the city. There are 23 youth-serving agencies and 280 clubs, associations and organizations. A local volunteer organization raises funds to combat cancer, heart disease and mental illness. The United Way campaign has reached its goal in 14 of the past 15 years. The community has been extremely supportive of education. All bond issues in the past ten years have been successful.

The 12,500 school age children of this community are served by the district, which covers 5,600 miles and includes 23 elementary schools, six secondary schools, six rural schools, a work training center and an alternative school. Fifty district busses transport 3,500 students daily. Declining enrollment and a reduction in state aid has reduced the operating budget of the district. It has the questionable distinction of having the least financial resources per pupil in the state.

## Regional and National Context of the Problem

Significant teacher involvement in the decision-making process has been identified as a need in at least five major education reports: A Nation Prepared: Teachers for the 21st Century (Carnegie Corp, 1986), A Place Called School (Goodlad, 1984), Horace's Compromise (Sizer, 1984), Investing in Our Children (Committee for Economic Development, 1985), and Time for Results: The Governor's 1991 Report on Education (Lamar, 1986). These reports concluded that present practices do not adequately include teachers in the decision-making process. The American

Federation of Teachers, (1988) The American Association of School Administrators (Bell,1988) and the National Education Association (1988) have all defined teacher involvement in decision making as a major thrust for the next decade. Is the thrust justified? Levin cautions that "at the present time it appears that teacher empowerment represents a movement that is a solution in search of a problem." (Levin, 1990:19)

"Oft expectation fails, and most oft there where most it promises." (Shakespeare,1936: 871) The results of involving teachers in the decision-making process have been mixed. Cawelti (1989) reported that the current results of localized decision making have not been as significant as anticipated. Negative effects can result from shared decision making.

> Although participatory decision making is desirable, it can be criticized because (1) it increases the length of time needed to make a decision; (2) it may not be cost efficient; (3) it may perpetrate decisions by accommodation or negotiation; and (4) it may increase participant conflict in periods of budget cuts or retrenchment.
>
> (Guthrie and Reed, 1986:212)

Results of a study conducted in high schools using participative decision making in the San Francisco Bay area included teachers' perception that shared decision making was utilized to create the illusion of teacher influence. (Duke et. al., 1980)

In studies of educational change at six senior high schools throughout the nation, staff satisfaction was increased and innovations were more readily implemented when there was a high level of staff participation in the decision-making process. (Lipham, et. al., 1982) According to a synthesis of the research on leadership and school effectiveness, shared decision making contributes to the development of a positive climate. (Blum et.al., 1987) Staff satisfaction, positive climate and implementation of decisions are desired outcomes in this major applied research project.

There are barriers to achieving these outcomes. In 1989, the Southwest Educational Development Laboratory (SEDL) surveyed educational practitioners to identify the difficulties in initiating shared decision making. Through an analysis of the data, eight major barriers to changing traditional behavior were identified:

1. Fear of taking risks
2. Fear of losing power
3. Resistance to changing roles and responsibility
4. Lack of trust
5. Lack of definition and clarity
6. Inadequate or inappropriate resources
7. Lack of skills
8. Lack of hierarchical support

("Eight," March 1990:1)

## Roles

As districts forge a specific response to the general need of involving teachers in the decision-making process, two major issues need to be addressed: identification of roles and process. The roles of people within an organization need to be defined (Lemley, 1987), and it is especially important to do so during a change in the decision-making structure. After studying educational change at six senior high schools throughout the nation, Lipham et.al., (1982) concluded that a clearly articulated philosophy of educational decision making and a defined decision-making structure were essential for effective group decisions. In Chapter 2, the impact between these two forces, defining the decision-making process and the roles within that process, have had on THS teachers will be documented.

In one district, confusion about the role was a barrier in the development of department chairs as instructional leaders. Before the goal could be accomplished, two pre-requisite steps were necessary: the clear definition of the roles and training in how to use decision-making skills in department meetings. (Costanza, 1987)

A study of the role of department chairs in 30 American high schools was conducted by the Research and Development Center for Teacher Education at Austin. (Hord and Murphy, 1985) The sample was representative of the geographic regions of the United States and the varying sizes of schools. Hord and Murphy found that the role was not well understood and was lacking in definition. There was a wide range in perceptions about the department chair's role both within organizations and among organizations. Hord and Murphy believe that policies must be implemented that clearly define the role of the department chair and then staff development and monitoring must be provided after the role has been clearly defined.

The research on the impact role conflict and role ambiguity has on burnout documents that "the department head position contains role conflict and ambiguity." (Kottkamp and Mansfield 1985:36) The principal plays a key role in reducing the ambiguity of the role. Two way communication about the expectations for the role can eliminate a great deal of the ambiguity. Schwab and Iwanicki (1982) studied the impact role conflict and role ambiguity had on 469 classroom teachers. According to the results, there was a relationship of emotional exhaustion, depersonalization and personal accomplishment with role conflict and role ambiguity.

When roles are not clearly defined in the beginning, the importance of this step often manifests during implementation. It was during the second year of a school-based decision-making model that the administrators in Stamford recognized that if collegial decision making was to work, roles would have to be defined. The third year of the project focused on defining the roles of the principal, teachers and support staff. The role of School Development Committee members was continually being redefined. (Nicholson, 1987)

At THS there was evidence of confusion about the roles of teachers, department chairs, members of the Faculty Advisory Council and the principal in the decision-making process. The literature suggests a lack of clarity in roles can affect effective group decisions, goal accomplishment and feelings of depersonalization. These effects parallel concerns identified by staff at THS.

Despite these concerns, not all staff will be overjoyed with clearly defined roles. In the SEDL survey mentioned earlier, one barrier to changing traditional behavior was a resistance to changing roles and responsibilities.

> The redistribution of authority at the school site demands that administrators, teachers, parents, and community members forge different roles and accept new responsibilities. Fifty-one percent of respondents to the SEDL survey reported resistance among people in the community to accepting change in this area. Four sources of resistance were discussed:
>
> .reluctance to assume new responsibilities
> .apathy
> .satisfaction with the status quo
> .dependence on norms and expectations
> ("Eight," March 1990:2)

## Process

Stamford is an excellent example of a school district implementing a program to increase teacher involvement in the decision-making process. In 1985 the personnel of the Stamford public schools began a process to involve teachers in school-based instructional decision making. According to local officials, communication between teachers and administrators was more open in 1987 than in 1985. Due to its success with instructional decision making, the model is being used to improve building level decision making and governance. There are plans to assess student learning. At the heart of the Stamford plan was extensive training and coaching for administrators and teachers. (Nicholson, 1987)

In the 1989 survey on the barriers to change,

> Thirty percent of SEDL survey respondents reported a critical lack of knowledge and skills needed for successful shared decision making at their sites. Respondents asserted that site participants require skills to move from individual thinking to collective thinking and that faculties need to be able to move from isolated working and decision-making patterns to (those of) group decision making.
>
> ("Eight," April 1990:2)

Nearly 25 percent of the respondents in this category identified a lack of experience in consensus decision making and the uniqueness of those skills.

Decision making is not the exclusive territory of education; it has its roots in psychology and sociology. Recently education has drawn extensively from business-related research and management theory. Within the classroom, the teacher is the primary decision maker. Once the teacher joins a committee, task force or department, the teacher becomes part of a group decision-making process.

According to Poole (1981), there were two major, and mutually exclusive, models of small group decision-making processes. The classical model of decision development, the unitary sequence model, assumed that all groups went through the same sequence of phases. The multiple sequence model proposed that groups differ in the sequence they follow. The research Poole did supported the multiple sequence. There may be some educational agencies that are structuring their decision-making process on a unitary sequence; this writer is not aware of them.

Lacoursiere's (1980) multiple sequence model integrated the findings of over 200 studies. There were some benchmark early studies included but most of the research was completed during the 30 years between 1950 and 1980. Many of the school effectiveness facilitators in the state of Minnesota (Lillesve, 1988) have incorporated the elements of Lacoursiere's model in their work with local districts.

Although Lacoursiere's work was impressive, it contained more information than most practitioners needed. Consequently, many educators chose the Blanchard Training and Development, Inc. (BTD) model. (Carew et. al., 1984) By integrating the work Lacoursiere did on the five stages of group development with the Blanchard (1985) model of situational leadership, a model was created that provided an understanding of the stages of group development and identified leadership functions and behaviors appropriate to meet the needs of the group at the various stages of development. This integration provided direction in how to meet the group members' needs for role identification and participatory decision making.

## Effectiveness

The national studies mentioned earlier encouraged greater involvement of teachers in the decision-making process. Eventually, however, two questions must be asked: how effective are the decisions that are being made and what is different as a result of involving teachers in the decision-making process?

> When there is group participation, feelings of satisfaction are enhanced, creativity encouraged and participants' acceptance and commitment to the decision is strengthened. The quality of the decision also may be improved by the larger number of alternatives that can be generated and analyzed.
>
> (Guthrie and Reed, 1986:211)

Cooper and Ploor (1986) identified a seven step process in group dynamics to yield successful outcomes. At this time the writer does not know of a district that is implementing the seven step process although some districts in Minnesota are utilizing many of these steps in their school effectiveness programs.

Given that the data base in education is small, in general, better and more satisfying decisions are made in groups that generate, test and validate ideas than are made by individuals or poorly functioning groups. (Adizes and Turban, 1985) Better decisions are made by interacting groups than are made by either nominal (written communication among group members through the use of a mediator) or staticized (each person works alone with no communication and the separate judgments are averaged) groups. (Burleson, 1984)

Building on the work of Lacoursiere, the Blanchard Training and Development (BTD) model identified leadership functions and behaviors appropriate to meet the needs of the group at the various stages of development and provided direction in how to meet the group member's needs for role identification and participatory decision making. School effectiveness team leaders in Minnesota reported that this model was helpful because it provided direction to the leader's behavior. (Lillesve, 1988)

Hirokawa and Pace (1983) researched effective and ineffective groups. This highly reliable study identified the criteria of an effective group and the disruptive influences of an ineffective group. These criteria are included in the group observation forms produced by BTD. Minnesota Educational Effectiveness facilitators have used these forms to monitor their own interactions and to monitor the interactions of some of their school effectiveness sites.

The concerns teachers at THS have about the decision-making process are not unique. Decision making is a skill that needs to be developed in most school districts. Following skill training, opportunities to practice the skill need to be provided.

> Much of the capability to make good staff decisions and take responsibility for school outcomes, comes directly from practice or learning-by-doing. As school staff and community work at it, they become experts at the process. (Levin, 1990:30)

The insights gained through this major applied research project should benefit not only other principals and department chairs but any educator who works with a group.

## Chapter 2

## PROBLEM DEFINITION AND EVIDENCE

### Problem Background

According to a key informant, an erosion of The High School (THS) principal's position power took place during the two administrations prior to the current administration. A preponderance of direct communication took place between school board members and faculty members. Consulting with the principal prior to communicating with the board or central office personnel was the exception rather than the rule. Certain faculty members were perceived as being more powerful than the principal. When the present principal began to reclaim the decisions that belonged in the principal's office, not all faculty members embraced this change. (Appendix A:166) Prior to the current administration, there were no job descriptions or faculty handbook. Departments often functioned as separate entities.

### Evidence of Problem Discrepancy

Teacher unrest with the decision-making process at THS existed as measured by responses on the North Central Self-Study survey, responses on questionnaires, comments made in meetings, interviews with key informants, letters, the faculty successfully petitioning to rescind a decision that had been made by a committee and department chair responses on observation forms. The first indicator of the problem was in the comments made in the

1986-87 School Staff and Administration Final Report to the Steering Committee. According to this report, "A vacuum of communication has resulted in feelings of frustration and isolation by the faculty. This has a negative impact on the general morale of a significant number of faculty members." (Appendix B:172) Was there evidence to support this point of view?

The writer requested permission to examine the original tally sheets of the faculty questionnaires. In addition to the need for more precise indicators, there had been statistical errors when the committee had tallied the faculty responses. They had originally averaged "blanks" and "not applicables" as zeroes which negatively skewed the results. They had also reported the faculty responses on the Likert scale questionnaire as averages.

The second step was to scrutinize the eight specific statements, listed in Table 1, that focused on communication. (Appendix C:173) One hundred-one of the 105 faculty members were surveyed. Not all of the faculty members surveyed responded to each question; three of the questions had 100 responses and the tally of responses for one statement equaled 102.

In response to the survey statement, principal communicates clearly with other persons, sixty percent of the respondents rated it poor or missing but needed. Regardless of the setting, these responses signified a communication problem. The impact of the problem compounds in a setting, such as THS, that included faculty input and reaction as part of the decision-making process.

Table 1

Number of Faculty Responses on Selected
North Central Self-Study Statements
The High School, 1987

| Survey Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Principal communicates clearly with other persons | 13 | 48 | 20 | 16 | 5 |
| Principal clearly defines duties and responsibilities to all staff | 11 | 29 | 31 | 26 | 4 |
| Principal provides an information flow to faculty, students and community | 10 | 25 | 27 | 33 | 5 |
| Principal affords appropriate opportunities for staff members and students to advise on school policies and procedures | 11 | 33 | 33 | 18 | 6 |
| Principal helps all staff members to attain a feeling of security and satisfaction in their work | 20 | 42 | 20 | 13 | 6 |
| Principal encourages the professional growth of teachers and helps them to develop to their highest potential | 6 | 32 | 31 | 17 | 14 |
| Principal uses a friendly and understanding approach in discussing the problems of teachers and staff | 13 | 30 | 23 | 22 | 13 |
| Principal provides or maintains an environment that is conducive to educational growth and development | 8 | 29 | 39 | 16 | 8 |

Key: 5: Excellent 4:Good 3:Fair 2:Poor 1:Missing but Needed

Forty percent of the staff rated the principal's skill in clearly defining duties and responsibilities of all staff as poor or missing. The significance of a faculty's perception that roles and responsibilities are not clearly defined intensifies when a change in administration results in altered roles and responsibilities. This was the case at THS. This principal had higher and different expectations of faculty and staff than the two prior administrators.

The flow of information to faculty, staff and community was identified as poor or missing by 35 percent of the respondents. Twenty-five percent fewer respondents rated this negatively than they did clear communication. The 25 percent difference must be attributable to something other than the dissemination of information.

The next statement chosen for examination focused on decisions relating to school policies and procedures. Forty-four of the respondents did not perceive that the principal afforded appropriate opportunities for staff members and students to advise on school policies and procedures. These responses should be placed in historical perspective. During the two administrations prior to this one, faculty had made decisions in areas ordinarily reserved for those in administration.

The respondents were asked to evaluate how well the principal helped staff members attain a feeling of security and satisfaction in their work. The profile of these responses was virtually parallel with the ratings on the principal's practice of communicating clearly with other persons. Sixty-one percent of the respondents rated the affective skill as poor or missing; 60 percent rated clarity in communication as poor or missing. Both skills were rated fair by 20 percent. A rating of good or excellent was chosen by 19 percent of the respondents for the affective skill and 20 percent for clarity in communication.

Responses to the two statements that focused on educational growth were similar to the 35 percent poor and missing ratings on "providing a flow of information." The poor or missing ratings were selected by 38 percent of the faculty for the principal's skill in encouraging the professional growth of teachers and assisting them to develop their highest potential. Thirty-seven percent rated "providing or maintaining an environment that is conducive to educational growth and development" as poor or missing. One might infer from the pattern of the responses that the dissatisfaction with the principal's communication was strongest when viewed affectively and diminished when the communication was focused on professional growth and development.

This same pattern was echoed in two other juxtaposed statements. The statement "uses a friendly and understanding approach in discussing the problems of teachers and staff" evoked responses that were more favorable than the ones awarded to the principal for helping staff members attain a feeling of security and satisfaction. The critical difference between the two statements was that one focused on feelings and the other focused on problem-solving.

In the external team's report on School Staff and Administration, the vacuum of communication was not supported by their findings. (Appendix D :175) A possible explanation for the discrepancy between the two reports was that they dealt with perceptions. The faculty reported their perceptions; the team reported theirs. Since perceptions are subjective rather than objective, one was not right and the other wrong; they were, simply, different.

In October 1987, a decision-making questionnaire was given to five of the THS faculty members and to five faculty members at one of the Other High Schools,(OHS). At THS, one staff member identified that occasional "executive decisions" kept many staff members resentful. Another respondent felt the way decisions were made created negative feelings in the faculty. The discontent with the decision-making process at THS was not limited to the principal; it extended to committees and department chairs. Two teachers from a sample of five felt that it was favoritism when the administration would implement the decisions made by committees and department chairs. The use of committees and department chairs was viewed by one respondent as undermining the faculty as a whole. (Appendix E:176)

Tracing the decision-making process used while generating a smoking policy at THS illustrated the scope of the problem. In October 1987, the principal met with the Faculty Advisory Council (FAC), and, by the end of the meeting, a building smoking policy had been designated as an issue to pursue. Support staff were added to the committee and the name was changed to the Staff Advisory Council. In 1988, the committee was renamed FAC. FAC will be used throughout this document. After the publication of the minutes (Appendix F:179) identifying that the committee would work on a smoking policy, the FAC members and principal began to receive input from the staff. Generally, those responding felt the issue should be dropped or directed to the central office. (Appendix G:180) In November a survey was administered to the entire staff; this survey was then analyzed by the FAC. (Appendix H:181) The results of the survey and the recommendation of the committee were given to all members of the staff. (Appendix I:183)

During the December faculty meeting, a number of faculty members challenged the basis of the committee's decision. (Appendix J:184) In January, the committee decided to implement the policy on a trial basis for six weeks. The topic of conversation was centered on the smoking policy. The informal communication system conveyed the message that the principal had over-ruled the committee and the decision was really the principal's decision. (Appendix A:166)

In February, the principal received a letter from a highly respected faculty member protesting the way in which the decision had been made. Included in the letter was an assessment of the emotional climate within the building. "The smokers are angry with the non-smokers; the non-smokers are angry with the smokers. But more than with each other, everyone is angry with you." (Appendix K:195)

At the February meeting, the members shared with each other that some faculty members would not talk to them. A faculty member presented a petition "protesting the arbitrary decision" and recommending "the decision made by a small minority should be rescinded immediately." (Appendix L:196) The faculty spokesperson indicated the staff was angry and frustrated with the amount of time that was being spent on this issue instead of on educational issues. (Appendix J:184) Two weeks later the FAC decided to develop a ballot for the faculty to vote on the smoking policy. (Appendix M:197) The committee charged the principal with clearly defining that it was a vote and that it was the principal who was asking them to vote. In March 1988, the faculty voted to return to the way it was in October. (Appendix N:198)

A pattern of the unrest with the decision-making process emerged when faculty statements and comments in meetings and casual settings were compiled. Individually the comments were not significant but there was a consistency in the perception that authority rule was used, that there was a misuse of consensus, a lack of identification of a decision-making method prior to the process itself and a lack of decision recognition and acceptance. Authority rule is certainly an appropriate means of making a decision. Only if the authority rule was accompanied by an overt expression of a perception that the authority rule was inappropriate was it included in Table 2. The variety of settings in which these indicators of unrest manifested are represented in Table 2 and in Appendix J:184.

Not surprisingly, the roles in the decision making process were not clearly identified at THS. Frequently there seemed to be confusion whether a committee's role was to make a decision or a recommendation or to provide support for a decision that had been made at a higher organizational level. Similar fogginess manifested in individuals' roles and the role of the faculty in making decisions. Table 3 presents a summary of the role-confusion in decision making at THS.

By choosing to represent the anecdotal data in a matrix that focused on decision making and a matrix that reflected the identification of roles in the decision-making process, the writer had, in effect, eliminated the other areas of concern identified in the THS Self-Study: administrative availability, inconsistent student discipline and a general lack of feeling of positive worth in the work environment from further

## Table 2

### Matrix of Indicators of Unrest With Decision-Making Process at THS in a Variety of Settings, 1987-88

| Setting and Date | Process not identified first | Decisions Not clearly recognized & accepted | Misuse of consensus | Use of authority rule |
|---|---|---|---|---|
| 10-17-87 FAC | 3 | 2 | | 1 |
| 10-19-87 DC | | | 1 | |
| 10-87 Questionnaire | 3 | 3 | 1 | 3 |
| 10-28-87 FAC | 1 | | | |
| 11-2-87 DC | 1 | | 3 | |
| 11-12-87 FAC | 2 | | | 1 |
| 11-16-87 DC | | | 3 | |
| 11-18-87 KI | 1 | | | |
| 11-19-87 PI | 1 | | | |
| 12-1-87 Fac Mtg | | 4 | | |
| 1-25-88 KI | | | | 1 |
| 1-28-88 PI | 1 | | | |
| 1-28-88 KI | | 1 | | 1 |
| 1-28-88 Observ | | 1 | | |
| 2-10-88 FAC | 2 | 7 | | 1 |
| 2-15-88 Letter | | 2 | | 1 |
| 2-17-88 FAC | | 1 | | 1 |
| Totals | 15 | 20 | 8 | 10 |

Legend: FAC: Faculty Advisory Council DC: Department Chair Meeting
KI: Key Informant FacMtg: Faculty Meeting (Appendix J: 184)

Table 3

Anecdotal Indicators of Roles in Decision-Making Process Not Clearly Identified at THS 1987-88

| Date<br>Setting | Evidence |
|---|---|
| 10-17-87<br>FAC | Faculty invested time making a decision on semester tests; decision made at higher level and announced. |
| 1-24-88<br>Questionnaire | Comment: "the decision-making process tends to be inconsistent." |
| 10-28-87 | Representative read comment by a faculty member: "The FAC smoking issue is a central office issue; not ours in the first place; send it back to them." Principal: Next meeting we will discuss results of survey and make decisions. Might all be a waste due to the District Committee making a decision After a lengthy discussion on "weighted grades for honors classes" principal said the issue really belonged more with department chairs. |
| 11-12-87<br>FAC | Member asked why department chairs weren't handling toy and gift drive. No response. |
| 12-1-87<br>FacMtg | Faculty questioned basis of FAC decision and the use of surveys. |
| 1-25-88<br>KI | Rumored the principal over-ruled committee's decision |
| 1-28-88<br>KI | Some faculty wondered why the principal took the issue to the committee. |
| 2-10-88<br>FAC | Committee members experienced ostracism and criticism from peers. Faculty questioned whose decision it was. If the committee's, they exceeded their rights. Petition presented to have decision rescinded. Faculty angry, frustrated and divided. Some faculty thought FAC members did not understand their role. Too time consuming. |
| 2-10-88<br>Principal | Principal thought FAC member representing custodians was speaking on behalf of all custodians: including the head custodian. "He was not; my assumptions were incorrect." |

Table 3 (continued)

| Date<br>Setting | Evidence |
|---|---|
| 2-17-88<br>FAC | One member said after all the struggling to make a decision it would be announced from above; might contradict THS's decision; THS should wait. Another member thought the City Council would decide. A third member wondered who brought the issue to the committee as a concern. No response. Some faculty thought it was administration's agenda. |

Legend: FAC: Faculty Advisory Council DC: Department Chair Meeting KI: Key Informant FacMtg: Faculty Meeting (Appendices O:199 and P:201)

documentation. These factors would directly impact teacher unrest. To collect further data on all the variables would have been a monumental task; the writer focused on the decision-making process.

## Justification of Problem Situation

What have been the effects of the teacher unrest with the decision-making process at THS? An exorbitant amount of school time has been invested in critiquing decisions and the people who made them. One teacher indicated that time spent on issues such as the smoking policy was reducing the amount of time available to deal with issues about students. (Appendix J:184) Another teacher estimated that over 300 hours were invested in filling out the district survey on smoking; this was in addition to a building level survey. (Appendix Q:206) The principal had to cancel several teacher observations because additional time was allocated to the process of deciding on a smoking policy. This compounded the problem of teachers wanting more contact between the evaluator and evaluatee. (Appendix B:172) The principal spent more time at night completing paper work. (Appendix A:166) Members of the FAC perceived their time had been wasted (Appendix J:184) and one individual on the committee decided not only not to participate in school committees but to abort plans to be active in community politics. During the smoking-decision controversy, attendance at department meetings declined. (Appendix A:166)

Were there sufficient benefits to outweigh these high costs? Unfortunately, no. Less than two-thirds of the decisions made by FAC were accepted and implemented by the faculty. (Table 4 and Appendix R:207)

Table 4

Faculty Advisory Council
Acceptance of Decisions
1987-88

| Date | Decisions | Accepted | Not Accepted |
|---|---|---|---|
| 10/14/87 | Committee:smoking | | x |
| | Survey : smoking | | x |
| 10/28/87 | Committee:social activities | x | |
| | Questionnaire:smoking issue | | x |
| 11/12/87 | Toy and gift drive supported | x | |
| | Questionnaire results | | x |
| 1/13/88 | No smoking recommendation | | x |
| | Microwave oven | x | |
| 1/26/88 | SAC recommendation:Smoking | | x |
| 2/10/88 | No decisions | | |
| 2/17/88 | Staff vote | x | |
| | Post minutes | x | |
| 2/22/88 | Ballot from administration | x | |
| 3/16/88 | District party | x | |
| | Staff social | x | |
| 4/20/88 | No decisions | | |
| 5/25/88 | Designated smoking areas | x | |
| | | 9 | 6 |

## Probable Cause

In the 1986-87 School Staff and Administration Final Report to the Steering Committee, a probable cause was identified. "Cited as a major contributing factor to the above mentioned communication situation, is the lack of meaningful staff input in the formation of school policies." (Appendix B:172) Nevertheless, the reaction of the staff when it was perceived that FAC was engaging in making policy was intensely negative. Either this was not the cause, or training in how to make policies was needed. One of the major skills required in determining policy is the ability to make effective decisions.

When the data were analyzed for patterns, two trends emerged. One was a lack of direction in defining roles and responsibilities. A second was discontent with the decision-making process. These two themes, roles and decision making, were examined in greater detail and shaped the form of this project.

## Roles

In the North Central Self-Study, the statement, principal clearly defines duties and responsibilities to all staff, received the fewest excellent ratings of any of the selected statements. Four rated it excellent; 26 good; 31 fair; 29 poor; and 11 missing but needed. (Appendix C:173) It was crucial to understand the historical perspective in this high school. During the past two administrations, the principal had not utilized the power inherent in the position and teachers had assumed this power. The role of teacher and the role of administrator had not been clearly defined under the prior administrations. (Appendix A:166)

This principal possessed a clear sense of the role and responsibilities of the principal but did not communicate this effectively to the teachers. Consequently, actions of the principal that were a normal part of a principal's modus operandi were often criticized by staff as being arbitrary and improper. The current principal developed a faculty handbook which included job descriptions for the principal, vice-principals, faculty, department chairs, athletic coordinator, school nurse, social worker, educational consultant, guidance counselors and library media specialist. This would seem to have communicated role expectations, but it did not. Staff perceptions of appropriate and inappropriate behavior of individuals in particular roles emerged more from tradition and personal expectation than from analysis of the job descriptions.

Since this principal utilized department chairs as a communication/decision-making link, the role of department chair was crucial in the communication process. Three years of research on change in 30 American high schools identified inconsistency as the most appropriate characterization of the department chair roles. (Hord and Murphy, 1985) Variation in teachers', principals' and department chairs' perceptions of the role of department chairs was typical. This national pattern was repeated at THS.

Table 5 summarizes the principal's expectations of the department chair as articulated in meetings with the department chairs and in an interview. These expectations did not match those articulated in the 1987 job description: coordination within the department; selection and improvement of staff and curriculum planning. (Appendix S:209) In 1988, a decision-making duty was added to the department chairs' job description. The department chair "provides feedback to the building administration and assists in the decision-making process at department chair meetings chaired by the principal." (Appendix S:209)

The expectations of department chairs outlined in Table 5 have produced some resentment in the staff. One respondent on a decision-making survey commented that the decisions made by department chairs can undermine the faculty as a whole. (Appendix E:176)

Table 5
Expectations of THS Department Chairs
1987-88

| Date | Setting | Expectation |
|---|---|---|
| 10-19-87 | DC | Gather information |
| 11-2-87 | DC | Extra duty: high visibility<br>Relay a directive to department members that may be negatively perceived<br>Give input on issues<br>Serve as a sounding board<br>Receive information<br>Be part of decision-making process<br>Function as leaders of the building |
| 11-16-87 | DC | Receive information<br>Be part of decision-making process<br>Provide corrective and reinforcing feedback on ideas<br>Anticipate what might occur in faculty meetings<br>Share information with department members |
| 11-19-87 | Interview Principal | Experts in their field<br>Share expertise<br>Separate from evaluation/supervision<br>Conduits of information to staff<br>Sounding board |

Legend: DC: Department Chair Meetings (Appendix O:199)

Lemley (1987) suggested that one reason members in an organization are critical of a particular role is that they do not understand what that person or group does. It is the principal's responsibility to help staff understand what everyone in the organization does. Since the expectations the principal articulated to the limited audience of the department chairs were different than those identified in the published job descriptions which were available to the entire faculty, confusion about the role of the department chair person was understandable.

Differences in perception not only existed between department chairs and the rest of the faculty; the department chairs did not share similar role expectations. A survey on the goals and roles of the department chairs at THS was completed by the department chairs and the principal on September 16, before any training on group decision making and again on September 19, after half a day of training. (Appendix T: 211) Between September 16 and 19 there was a significant reduction in the number of respondents who thought the overall purpose of the group was clear. Kennedy (1984) found that shared knowledge is needed to generate shared interpretation of evidence. In a naturalistic study of 16 school districts with diverse populations and locations, Kennedy learned that facts can be ambiguous. "Apparently, once evidence is processed and interpreted, it is the interpretations, rather than the facts, that become part of the working knowledge." (Kennedy, 1984:212) In some situations the perception of the evidence, which remained constant, was perceived differently at different times based on the shared values and experiences of the time.

Figure 1 compares the responses on the two dates on a Likert scale to the statement, "the overall purpose of the group is clear to everyone." The impact of this question intensifies when juxtaposed with the answers to question ten, what are the goals of the group. The responses veered from a high emphasis on decision making to a belief that it was not the purpose of the group to make decisions.

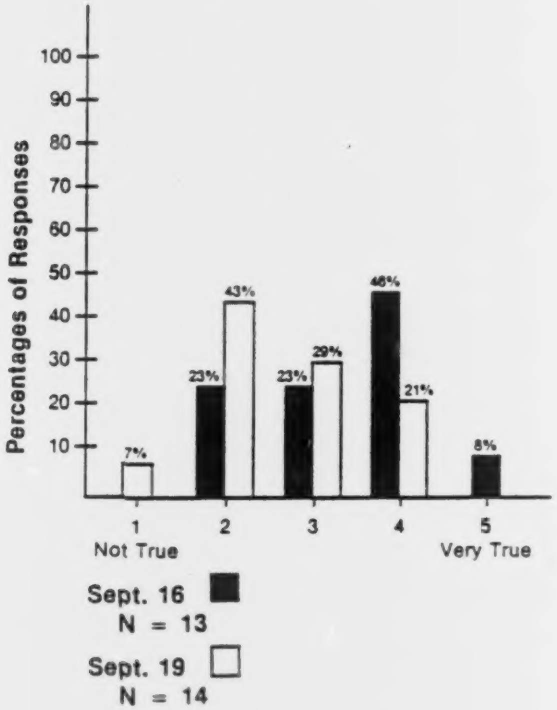


Figure 1

Comparison of September 16 and 19 Department Chair Responses: Overall Purpose of Group Is Clear

1988

On the 16th, three of the six respondents who chose four as their response to the overall purpose of the group being clear, did not answer question ten, "what are the goals of this group?" One of the three people who chose four as the response on the 19th did not answer question ten. The data does indicate a murky perception of the goals of the meetings.

As illustrated in Figure 2, the number of department chairs who thought individual department chairs were clear about their responsibilities as a part of the group declined after the shared training experience. It is puzzling that on September 16 the responses were more clustered than on September 19. Shared experiences generally reduce the diversity in perceptions. The writer does not have an explanation for why this occurred other than the discrepancies were masked on September 16 by a lack of understanding of the concepts.

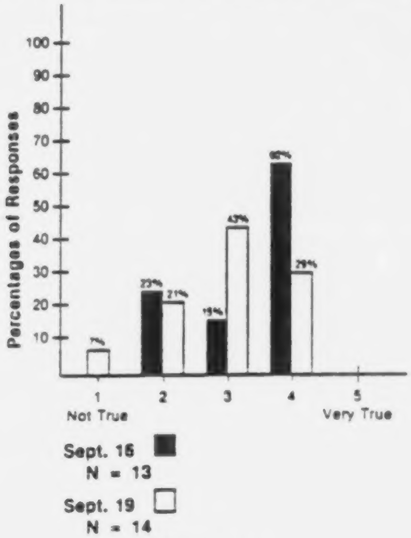


Figure 2

Comparison of September 16 and 19 Department Chair
Responses: Responsibilities Are Clear

1988

Consistency did not exist in the expectations of department chairs. Did greater consistency exist in the role expectations of the members of the FAC ? The expectations of the principal and staff seemed to align. Table 6 is a summary of the principal and staff's expectations of FAC members.

Table 6

Expectations of FAC Members at THS
1987-88

| Date | Setting | Principal Expectations |
|---|---|---|
| 10-17-87 | FAC | Primary role is to gather the concerns/issues of those you represent. |
| 12-1-87 | Faculty Meeting | Make recommendations; administrators have final say. Represent staff. |

| Date | Setting | Staff Expectations |
|---|---|---|
| 2-10-88 | FAC | Represent staff. Do not make policy decisions.<br>Do not make decisions based on personal agenda. |

(Appendix P:201)

Unfortunately, there were times when the behaviors of the principal and FAC members were not consistent with these expectations. Indicators of this inconsistency are presented in Table 7. In expressing the discontent with the actions of the FAC, a faculty spokesperson questioned whether the committee members understood the meaning of "representative". The principal identified that the responsibilities of being a member of FAC were never clearly outlined. (Appendix P:201)

Table 7

Indicators of FAC Roles Sorted by Their Consistency with Expectations, 1987-88

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| 10-17-87 | .Gather concerns | x | |
| FAC | .Making decisions | | x |
| 10-28-87 | .Smoking issue | | x |
| FAC | .Make a decision. | | x |
| | .Weighted grades | | x |
| 11-12-87 | .DCs: Toy/gift drive | | x |
| FAC | .FAC supported drive | | x |
| 12-1-87 | .Questioned basis | | x |
| Faculty | .Vote better than survey | | x |
| Meeting | .FAC decided | | x |
| | .FAC recommendations | x | |
| | .Administration: | | |
| | has final say | x | |
| | .Represent staff | x | |
| 1-25-88 | .Principal had | | x |
| Key | over-ruled the | | |
| Informant | committee | | |
| 1-28-88 | .Survey ignored; | | x |
| Key | .Why have a | | |
| Informant | committee | | x |
| 2-10-88 | .Petition | | x |
| FAC | .Representative | | x |
| | .No policy decisions | | x |
| | .No personal agendas | | x |
| | .Whose decision was it? | | x |
| 2-15-88 | .Letter | | x |
| 2-17-88 | .Faculty: voted on survey | | x |
| FAC | .Administration | | |
| | requesting the vote | x | |
| | .Decision will be announced | | x |
| | .Who brought the agenda item? | | x |
| 2-24-88 | .Faculty vote on issue | x | |
| FAC | .From administration | x | |
| 5-25-88 | .Designated smoking area | x | |
| FAC | | | |

(Appendix U:214)

The second pattern to emerge was discontent with the decision-making process. In Glickman's report on a six-year intervention to create shared governance at Oglethorpe High School, he maintained that one reason for articulating decision-making rules was,

> to avoid later misunderstanding between how people felt about a particular issue versus how the issue would be decided. Often decision-making rules of groups are left unclear until the moment of decision. (Glickman, 1989:15)

Haziness of decision-making procedures can lead to a member of the majority suggesting that there has been enough discussion and it is time for a vote. This could generate ill will in members who hold the minority point of view. The obscurity of decision-making rules permits the leader to manipulate the decision-making method based on the degree of alignment with the person's position.

> If a group determines how decisions will be made as part of their normal operating procedure then in the heat of the debate, each member will know that in the end, the rule will not change, and if one doesn't win, it's acceptable because a collective agreement about how to make a decision was understood from the beginning.
>
> (Glickman, 1989:15)

During 1987-88, the decision-making process was not identified during the FAC meetings. (Table 8)

Two department chairs identified that committee members were usually told the rationale for decisions but this was not true for the staff in general. Their perception was that this was one of the reasons many staff members grumbled about decisions. (Appendix A:166) They also indicated that rarely was the decision-making process identified before a decision was made. During the numerous meetings this writer observed, a standard procedure for decision-making was not followed.

Table 8

FAC Identification of Decision-Making Process
1987-88

| Date | Decisions | Identified | Not Identified |
|---|---|---|---|
| 10/14/87 | Committee:smoking | | x |
| | Survey : smoking | | x |
| 10/28/87 | Committee:social activities | | x |
| | Questionnaire:smoking issue | | x |
| 11/12/87 | Toy and gift drive supported | | x |
| | Questionnaire results | | x |
| 1/13/88 | No smoking recommendation | | x |
| | Microwave oven | | x |
| 1/26/88 | SAC recommendation:Smoking | | x |
| 2/10/88 | No decisions | | |
| 2/17/88 | Staff vote | | x |
| | Post minutes | | x |
| 2/22/88 | Ballot from administration | | x |
| 3/16/88 | District party | | x |
| | Staff social | | x |
| 4/20/88 | No decisions | | |
| 5/25/88 | Designated smoking areas | | x |

Source: audiotapes of the meetings

Based on these observations, a questionnaire on the decision-making process was drafted for a pilot group of five faculty members at THS in the Fall of 1987. (Appendix E:176) A review panel of an assistant principal, department chair and faculty member examined the survey before it was administered. Suggestions for clarity of wording were integrated into the survey. Later this same survey was given to five faculty members at the Other High School (OHS) to provide a comparison.

In each school, two department chairs and three teachers were given the survey; at least one respondent in each group was perceived as being critical of the administration. The sample size of this survey was small. Five respondents represented less than five percent of the faculty at THS. Although the results cannot be generalized to the faculty as a whole, the results did provide a helpful profile.

In both buildings, respondents identified that an appropriate decision-making method was not routinely agreed upon before the group made a decision. Figure 3 compares the responses of five THS staff and five OHS staff on a Likert scale to the statement "an appropriate decision making method was agreed upon before the group made a decision." The absence of this step placed group members in a reactive rather than a proactive stance. This could cause group members to become malcontent with the decision-making process.

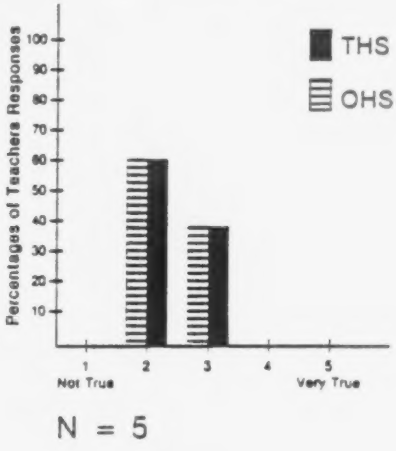


Figure 3

Comparison of THS and OHS Faculty Responses
Decision-Making Method Agreed Upon
Before Group Makes Decision

1987

Respondents from THS and OHS identified that the statement, decisions are clearly recognized and accepted by members, was not very true at either building. Figure 4 presents a comparison of THS and OHS faculty responses. This indicated a major problem. If decisions were not clearly recognized and accepted by faculty, it would be difficult for a leader to implement decisions. Had this survey been given after the FAC's smoking policy decision was rescinded, THS's rating may have been lower.

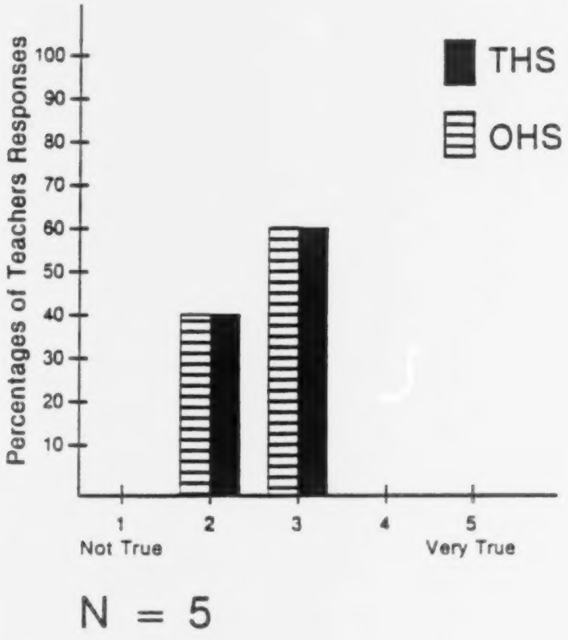


Figure 4

Comparison of THS and OHS Faculty Responses
Decisions Are Clearly Recognized
and Accepted by Members

1987

The respondents at THS did not indicate that a lack of response was the usual decision-making method. Although it was not the dominant response at OHS, it did occur more often at OHS than at THS. Figure 5 compares the responses at the two high schools. These responses are important since they illustrated that the THS respondents did not perceive the communication process as being aborted by the lack of response and was not viewed as one of the major causes of the unrest.

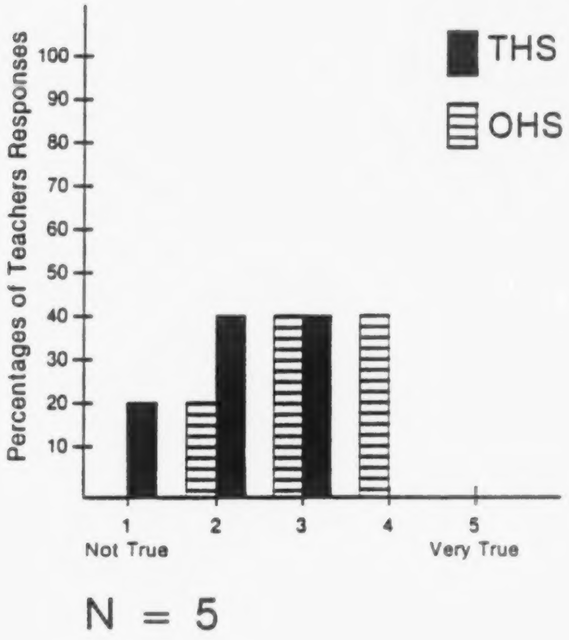


Figure 5

Comparison of THS and OHS Faculty Responses
Decision-Making Method: Lack of Response

1987

The respondents indicated that authority rule was a predominant decision-making method at both THS and OHS. The comparison presented in Figure 6 illustrates that it was more dominant at THS than at OHS. When this response was paired with the indicator, decisions are not clearly recognized and accepted by members, this writer questioned whether a conceptual misunderstanding of the relationship between a principal and staff in the decision-making process existed.

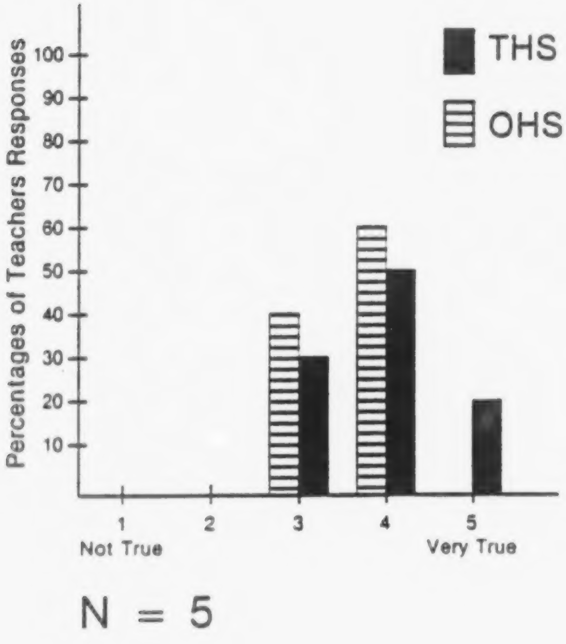
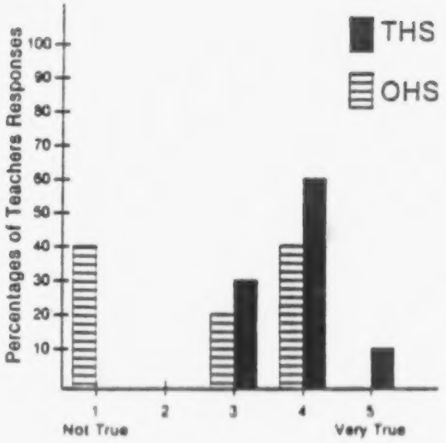


Figure 6

Comparison of THS and OHS Faculty Responses
Decision-Making Method: Authority Rule

1987

Both minority and majority rule were used more often at THS than at OHS. Figure 7 presents the comparison of THS and OHS responses on the use of the decision-making method, minority rule. Figure 8 graphs the responses on the use of majority rule as a decision-making method. The most significant information was gained by comparing the two charts. Staff members at THS perceived that a small group had a great deal of influence in the decision-making process.

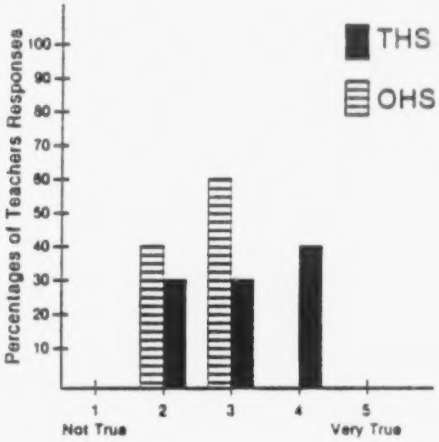


N = 5

Figure 7

Comparison of THS and OHS Faculty Responses
Decision-Making Method: Minority Rule

1987



N = 5

Figure 8

Comparison of THS and OHS Faculty Responses
Decision-Making Method: Majority Rule

1987

The organizational structure of THS utilized many committees. The responses indicated that faculty did not view them as representative as much as they viewed them as being separate. This perception was actualized in the FAC decision-making process.

Consensus was rated as being used more often at THS than at OHS. Nevertheless, as the comparison in Figure 9 illustrates, it was not very true at either building. In light of the high rating given to minority and majority rule, the fact that 80 percent of the respondents at THS rated it, three, seemed high. The term consensus was used often by the THS principal, sometimes inappropriately, which may account for the high rating. The low incidence of unanimous consent as represented in Figure 10, was expected; unanimous consent is rare.

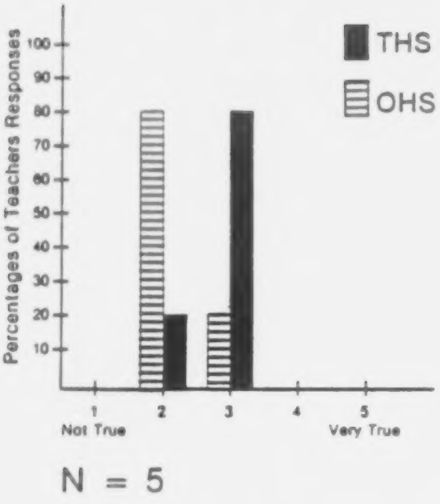


Figure 9

Comparison of THS and OHS Faculty Responses
Decision-Making Method: Consensus

1987

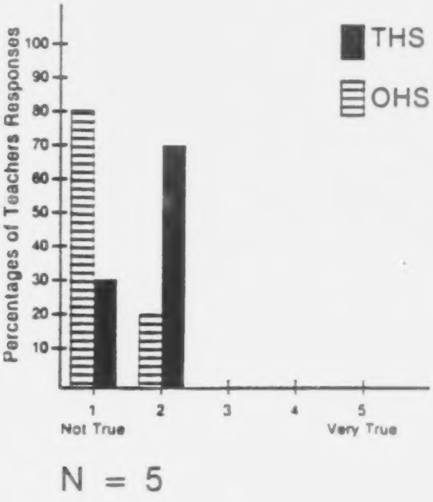


Figure 10

Comparison of THS and OHS Faculty Responses
Decision-Making Method: Unanimous Consent

1987

In September 1988, department chairs and principals responded to decision making questions as they pertained to their group when working collectively with the principal. Their responses confirmed the need to clarify the decision-making process. A disparity in perceptions of the decision making process existed both before and after a half-day training session on group decision making. The implications of the research on shared knowledge serving as a pre-requisite to generating shared interpretations of evidence (Kennedy: 1984) cited in the discussion of roles and goals also apply to the responses on decision making. The diversity of responses to the statement, "an appropriate decision making method is agreed on" is represented in Figure 11.

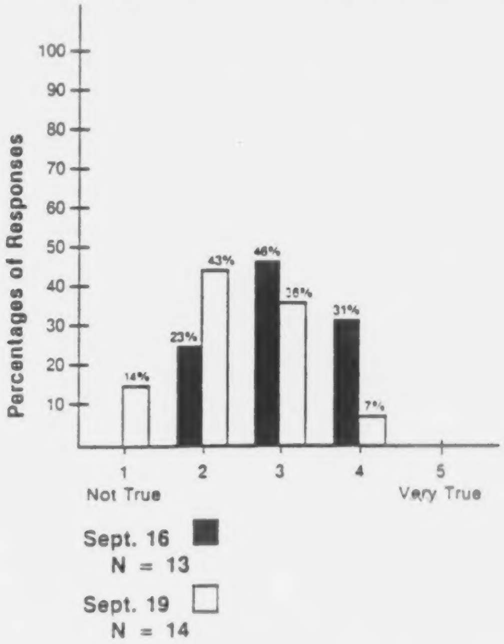


Figure 11

Comparison of September 16 and 19 Department Chair
Responses: Decision-Making Method Agreed Upon
Before Group Makes Decision

1988

More department chairs perceived that they explored implications for future decisions than perceived a decision making process was agreed upon.(Figure 12) The sample group had not been surveyed on "implications for future decisions are explored" so a comparison cannot be made. Since the group of department chairs examined curricular, instructional and coordination issues, the relatively higher rating on this statement than on the agreement of a decision-making method, indicated confidence in the quality of their examination of issues.

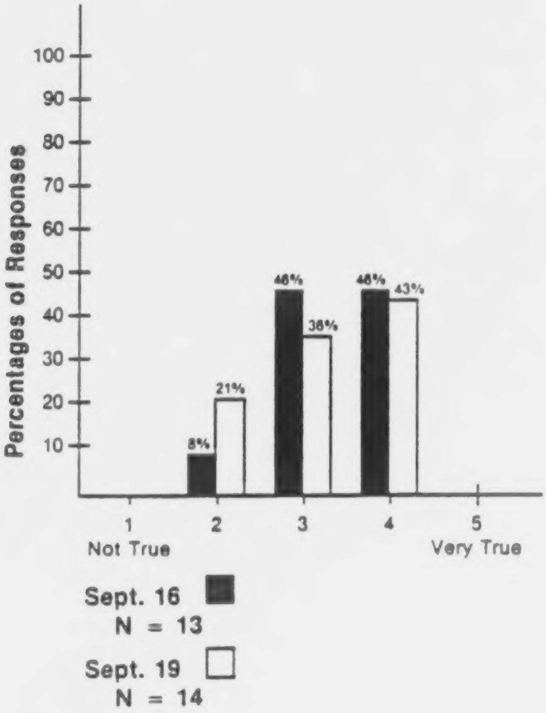


Figure 12

Comparison of September 16 and 19 Department Chair Responses
Implications For Future Decisions Are Explored

1988

The department chairs did not perceive that decisions were clearly recognized and accepted by members.(Figure 13) This confirms the data presented in Figure 4. The data sparked a discussion among the department chairs on how much support they should be able to expect from each group member when a group decision had been made.

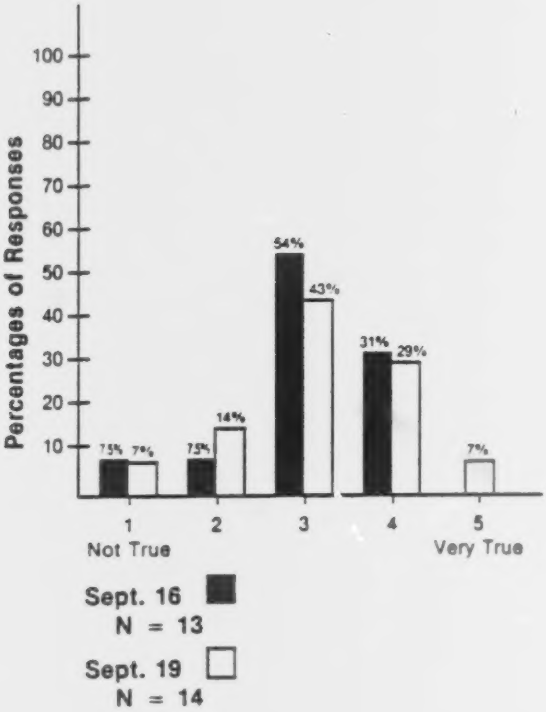


Figure 13

Comparison of September 16 and 19 Department Chair Responses: Decisions Recognized and Accepted by Members

1988

More department chairs perceived the group reaches premature closure (Figure 14) than perceived a lack of exploration of future issues.(Figure 12) Why did the difference in perception exist? Some insight can be gained by examining the comments that accompanied the statement that "the group avoids premature closure on decisions." The comments that accompanied this statement focused on time limitation as the primary force that caused premature closure.

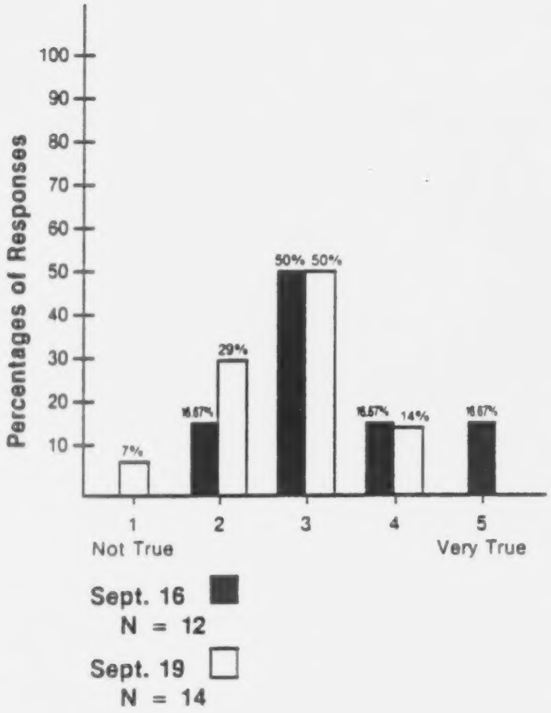


Figure 14

Comparison of September 16 and 19 Department Chair Responses: Group Avoids Premature Closure

1988

Department chairs perceived authority rule (Figure 15) as the most dominant form of decision making used and consensus (Figure 16) as the second most pervasive form used. Majority rule (Figure 17) and minority rule (Figure 18) were identified as the next most frequently used. Unanimous consent (Figure 19) and lack of response (Figure 20) were not perceived as being used very often.

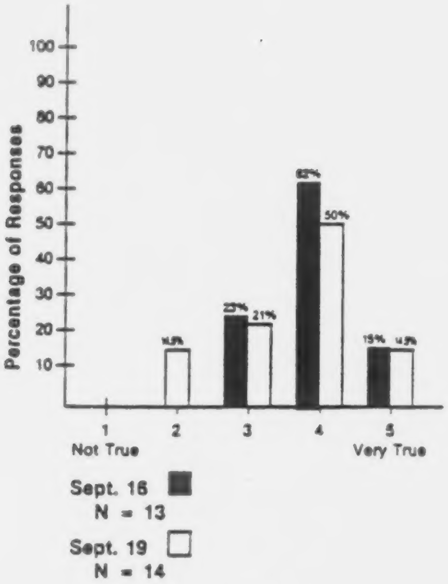


Figure 15

Comparison of September 16 and 19 Department Chair Responses
Decision-Making Method: Authority Rule

1988

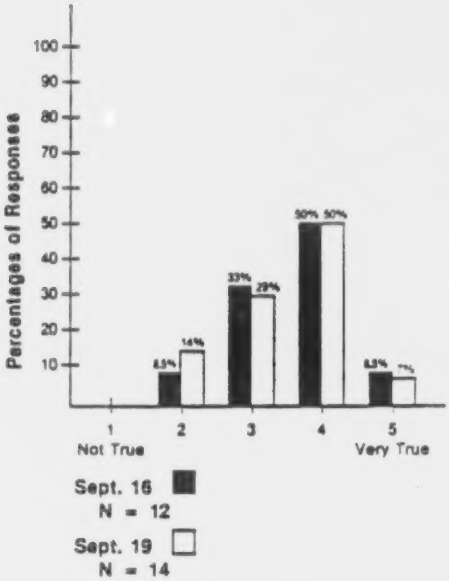


Figure 16

Comparison of September 16 and 19 Department Chair Responses
Decision-Making Method: Consensus

1988

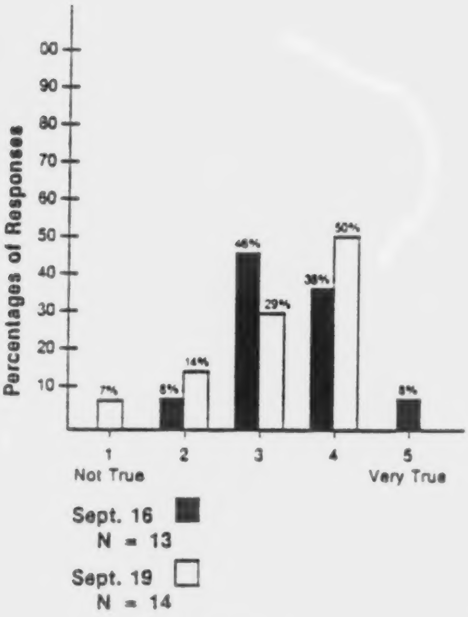


Figure 17

Comparison of September 16 and 19 Department Chair Responses
Decision-Making Method: Majority Rule

1988

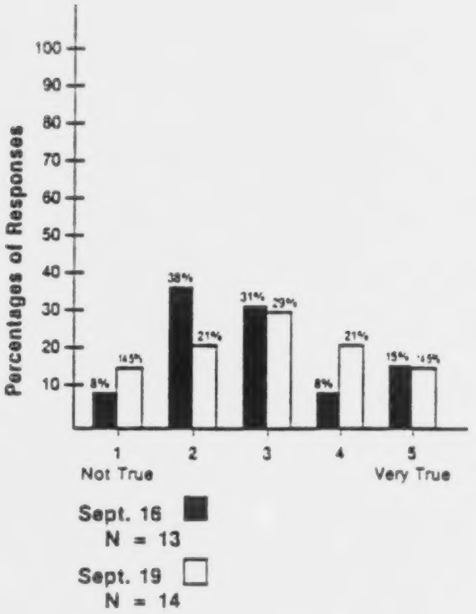


Figure 18

Comparison of September 16 and 19 Department Chair Responses
Decision-Making Method: Minority Rule

1988

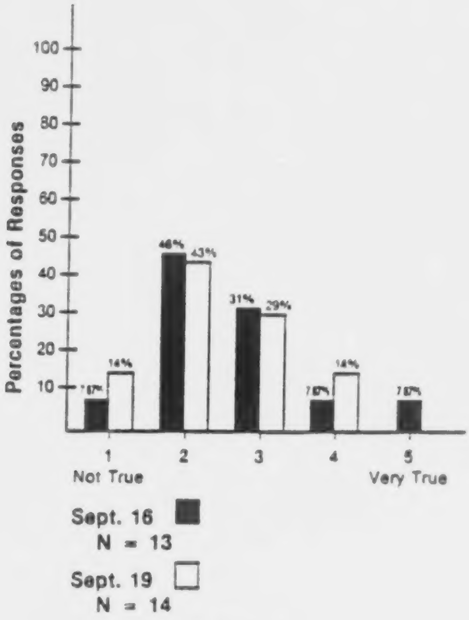


Figure 19

Comparison of September 16 and 19 Department Chair Responses
Decision-Making Method: Unanimous Consent

1988

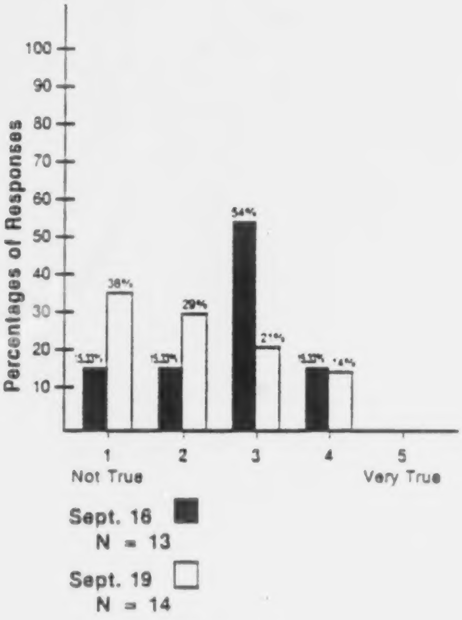


Figure 20

Comparison of September 16 and 19 Department Chair Responses
Decision-Making Method: Lack of Response

1988

In addition to identifying the types of decision making used, the department chairs evaluated another aspect of the decision-making process: generating and using an agenda. (Appendix V:216) The comments reflected a perceived need for more department chair input in generating topics for the agenda, determining time allocation for agenda items and enhancing the agenda's effectiveness by making it available earlier. Building a common agenda was one of the early steps toward shared governance at Oglethorpe High School. (Glickman, 1989)

The chairs' comments align with the general diagnosis of the leadership style the principal used with the collective group of department chairs. Using the Group Development Stage Analysis, (Carew and Parisi-Carew, 1988) the department chairs assessed the group's developmental level and the leadership style of the principal. (Appendix W:219) Six of the fourteen respondents thought the principal provided more direction than was needed by the group.

In conclusion, two of the barriers to empowerment identified in the SEDL survey, lack of clarity of roles in shared decision making and lack of clarity and skill in decision making were evident at THS. There were other serious impediments to the empowerment movement that the writer did not consider. For example, the lack of time, staff and money could be considered as an influence on the level of staff empowerment. It would have been appropriate to examine the communication patterns, the belief systems, the degree of hierarchical support or the willingness to take risks, as potential barriers to empowerment. By focusing on the decision-making process and the roles within the process, the writer has limited the examination of other deterrents to the empowerment movement.

The data also supported the process of decision making and the lack of identification of roles within the decision-making process as probable causes of the teacher unrest at THS High School. Significant movement toward empowerment cannot occur in an environment with a high level of teacher unrest. Rarely is teacher unrest caused by any one factor. Aspects of the educational program, facilities, administrative policies, class load, quality of textbooks, planning time, parent/teacher conflicts and student behavior can all contribute to teacher unrest.

In addition to identifying discontent with the decision-making process in the North-Central Self-Study, the faculty expressed concern about administrative availability, inconsistent student discipline, and a general lack of a feeling of positive worth in the work environment. (Appendix B:172) Any of these areas could have been chosen as a probable cause of teacher unrest. The focus in this project is on clarifying the roles of individuals in the decision-making process and improving the decision making skills of the principal, department chairs and members of the Faculty Advisory Council as an important step in the movement toward effective empowerment.

# Chapter Three

# PROBLEM SITUATION IMPACT MATRIX

"Educational change is context bound. The history, personalities and socio-political climate with each setting constitute major determinants of change outcomes." (Fullan, 1982:4) The meaning of this intervention must be interpreted within the context of THS. Because an intervention in the decision-making process impacts virtually every aspect of the school, the influences on this intervention were equally myriad. The examination of these influences focused on four major categories. They were: written policies and procedures statements; norms of behavior, values and traditions; influence of groups and individuals; and external circumstances.

## Written Policies, Procedures and Statements

In the THS Faculty Handbook: 1987-88 staff members were admonished to follow "channels of authority." (Appendix X:220) The principal included this statement because teachers were bypassing building staff and going directly to someone in central office or a school board member. (Appendix A:166) Such a statement suggested hierarchical decision making was valued. The role of the teacher was also defined in the handbook. (Appendix Y:221) The exclusion of any reference in the job description to an expectation that teachers participated in the decision-making process enhanced the perception that teachers were not officially viewed as an integral part of the decision-making process. Sashkin (1986) maintained participation was an ethical imperative because it influenced longevity. Not all stress is equal. The stressors that kill are those that emerge from our not having the ability to influence our own destiny.

The job description of the department chair identified improvement of instruction at the local school level as the primary function of the position. (Appendix S:209) Department chairs' three areas of responsibilities were listed as: coordination within the department, selection and improvement of staff and curriculum planning. The articulation of policies, serving as a conduit of information and participating in the decision-making process were not identified as part of their job in 1987-88. In 1988-89, the role of department chairs in the decision-making process was added to the job description. (Appendix S: 209)

The department chair is expected to have a holistic view: to communicate decisions and to engage at varying levels of involvement in the decision-making process. Some staff perceived department chairs as receiving special treatment. Subsequent training provided for department chairs during an initial practicum (Mayeski, 1989) may have intensified the perception that department chairs received special treatment. Initially, department chairs were expected to function as change agents during this intervention which could have widened the gap between the department chairs and the faculty. The expectation that department chairs would function as formal change agents was premature.

There are no district policies or handbooks on how decisions are to be made at THS. In 1988 the principal began to use a new agenda format which provided more structure to the decision-making process. The agenda categorizes the items according to the expectations the principal has of the department chairs. (Appendix Z:222) Everyone knew which items would require a decision and which ones would not.

## Norms of Behavior, Values, Tradition

The perceptions of how decisions were made at THS were shaped by the past. Although the district did not have a written decision-making policy or provide guidelines for decision making, there were expectations on how this process would take place. One expectation was that the ultimate power in making decisions was at the Superintendent/Board level. It was not predictable when this step would take place; it might occur as the final step or it might be interjected at any point in the decision-making process.

For example, the faculty and administration at THS decided that the grading policy was an issue that needed to be studied. Time was invested in gathering data and debating the issues. Before the process was complete, a decision was made and communicated by an administrative regulation issued from the Superintendent's office. (Appendix AA:223)

In 1989, the coaches were asked whether they wanted the basketball tournament at THS or in the events center. The athletic staff was adamant they wanted the event at THS; the decision was made at the central office level that it would be held in the events center. There was a great deal of frustration. Conversely, there seemed to be a mind set among the faculty that most decisions were theirs to make. In a district wide survey on smoking, respondents believed they were voting and decried the failure of the administration to implement their vote.

An often asked question at the onset of a decision-making process was whether the district planned to make a decision. During the FAC's process to identify a smoking policy, there were numerous comments referring to the possibility that the district or the city council would make a decision that would nullify the committee's. Experiences of having invested time in a project, only to discover someone else had already decided what would happen, cause disillusionment and might have reduced enthusiasm for a decision-making intervention since nothing precluded this from happening again. With one exception, the writer did not observe a reluctance from department chairs to participate in the initial training.

Having observed seven months of meetings, examined the written minutes of meetings and listened to verbal reports about what happened in meetings, this writer noted two interesting patterns in the use of words. The first pattern was how the principal used the term consensus. As defined in Webster's Ninth New Collegiate Dictionary, the term means group solidarity in sentiment and belief, general agreement, unanimity. The principal often used the term to signal a transition from one part of the agenda to the next. Paraphrasing from a number of examples, the principal might say, "Is that kind of a consensus? OK. Next agenda item...." (Appendix J:184) Rarely did the whole group respond. After hearing a few murmurs of assent, the principal stated that it was a consensus and behaved as though it were.

At one department chair meeting, the principal asked the individual taking minutes if everything was being recorded. The recorder had not heard consensus and there had not been consensus. (Appendix J:184) In the meetings this writer observed, there rarely was consensus. Generally, three or four participants would murmur assent to the question, "Is there consensus?"

The pattern of misuse of both the term, consensus, and its purpose provided a tangible and manageable component of the general complaints about communication and decision making identified in the North Central Self-Study. It clearly identified the importance of a training component on the types of decision making, the attributes of each type and the situations that are most favorable to particular types. Initial training was provided for the principal and department chairs during the first semester of 1988-89.

The second insight was gained by juxtaposing how the principal talked about what happened in meetings and how participants in those same meetings talked about what happened. The principal would say that a particular committee had made a certain decision or had decided something in particular. An examination of the script of the meeting and the minutes of meetings would not indicate that a decision had been formally made.

Participants and recorders were more likely to use the terms discussed, felt, or thought. The principal's use of pluralistic language when acting on personal judgment invited skepticism from the staff. Such variance in the patterned choice of words identified one possible cause of varying perceptions in communication and the decision-making process. This mismatch of words and actions could now be habitual with the principal and it could emerge again after the initial intervention.

There was some dissonance between what the principal said the role of a particular position or committee was and what actually transpired. In the first section of this chapter, the 1987-88 faculty handbook description of the role of the department chair was cited. It did not align with what the principal expected of department chairs. At the November 16, 1987, Department Chair Meeting, the principal clarified that they were part of the decision-making process and leaders of the building. (Appendix O:199) Their decision-making role was reflected in the 1988-89 department chair job description. (Appendix S:209)

At the October 17, 1987, meeting of FAC, the principal defined a member's primary role as gathering concerns and issues from the faculty. Absolutely no mention was made of making decisions during the discussion of roles. In the October 28 meeting, the principal sent conflicting messages on the role of FAC members. By the December faculty meeting, not only was the principal saying that the committee had made decisions, but members of the committee also were called on to publicly defend the decisions. One faculty member challenged the basis of the decision making. The teacher indicated the decisions could not have been based on the results of the survey and inquired what the committee had used as a basis. (Appendix P:201) The principal then asked committee members to explain the rationale for the decision. The minutes of the FAC did not indicate a decision had been made. (Appendix F:179)

The rescinding of the FAC decision was a bitter experience for many staff members. Virtually every individual at THS experienced some negative consequence.

> The importance of the district's history of innovation attempts can be stated in the form of a proposition: the more that teachers or

> others have had negative experiences with previous implementation attempts in the district or elsewhere, the more cynical or apathetic they will be about the next change which is presented regardless of the merit of the new idea or program. Districts can develop an incapacity for change as well as a capacity for it.
>
> (Fullan, 1982: 14-15)

Given their history, the faculty at THS may have developed an incapacity for change.

The FAC was not activated during the first semester of 1988-89. The principal was developing both a knowledge and skill base in decision making. Whether the principal transferred the skills developed in the work with department chairs to the FAC would influence the success of the committee.

Randolph (1985) identified the importance of the leader adjusting the style of leadership to match the dominant needs of the group. When FAC reconvened, the group would need a great deal of direction as they defined roles and goals. In addition to clearly describing the roles of the members, the principal and group members would need to agree on the group decision-making method that would be used.

A study of group decision making by 65 registered nurse administrators holding supervisory positions in health care organizations showed that the rate of implementation is lower when an open discussion approach is used than when a structured discussion group or a nominal group process is used.(White et.al., 1980) The FAC meetings had used an open discussion format. The nominal group process seems to be superior in simple problem situations. The structured discussion approach seems to have the advantage in moderately complex situations and in highly complex situations it is important to use a structured approach but it does not seem to matter which one is chosen. (White et. al. 1980) One implication for managers was to plan carefully and structure group problem-solving meetings. Training in decision-making methods such as nominal group process did not take place at THS. This may have limited the group's flexibility in choosing a decision-making method.

The discontent with the FAC decision may have given relative advantage, degree to which an innovation is perceived as being better than the idea it supersedes, to the innovation. The experience highlighted the need for training in the decision-making process. Nevertheless, almost a year elapsed between the decision and the re-enactment of the committee. It is probable that there are many different interpretations among the faculty as to why the FAC was not reconvened in the Fall of 1988. The principal stated that it had not been reactivated because of the time that was spent developing group decision-making skills, working on the North Central report and establishing the guidance committee. According to the principal, this is an important committee and should be in operation. (Appendix A:166) If the recognition of need for the building of skills in decisions still existed, it may have created a greater willingness to learn strategies of decision making. (Rogers, 1983)

## Influence of Groups and Individuals

Examining how the principal utilized the members of FAC in the December 1987 Faculty Meeting provided insight into the comment that favoritism existed in decision making and caused dissatisfaction in the staff. (Appendix E:176) An important decision, designating a smoking area, was left up to a special group, FAC. The faculty viewed this as undermining them since the committee's interpretation of the input given on the survey did not align with the faculty's view. Part of the response, "It is hard to go against or disagree with the committee's view when they are backed by the administration, and vice-versa" (Appendix E:176) seemed to have been overcome by the time the FAC committee made a recommendation on the smoking area of the school.

Since this intervention focused on developing the skills of those involved in group decision making, faculty members who believe decisions should be made by the entire faculty may still perceive this decision-making configuration as inappropriate. When new information conflicts with one's value system, usually the information is either not received or not considered valid. (Rogers, 1983)

Another respondent indicated similar concerns and also identified that at times faculty input was solicited and then seemingly disregarded. The respondent felt that this created cynicism in the staff. Since the rationale for the chosen course of action was not shared with the staff, the cynicism escalated.

The data indicated confusion about the role of faculty members in the decision-making process. A greater understanding of the role-confusion was gained by examining the leadership history at THS. During an interview, a key informant commented that an erosion of the principal's position power took place during the two administrations prior to the current administration. As the position power of the principal had declined, the personal power of some members of the faculty had grown.

When the current principal began re-claiming position power, roles began to change. For some, this meant a loss of power. The directive in the faculty handbook to follow "channels of authority" was included precisely because staff members had been accessing central office personnel and school board members as their first step in dealing with an area of discontent. (Appendix A:166) It is possible that some staff continued to feel resentment and translated the resentment into resistance.

During the 18-month intervention, the staff changed slightly due to retirements, transfers, advancements and new staff. Some of the individuals who retired had been critical of the re-distribution of power. One retiring department chair consistently recounted the way things used to be. On a number of occasions this individual voted no when everyone else voted yes and showed a fist (against) in the five-to-fist strategy (Slezak: 1984) when everyone else showed a five (for). The reduced number of overt critics may have diminished the resistance to change.

In addition, the North Central experience seemed to sever many of the ties to the past. According to one key informant interviewed in 1987 regarding the norms for behavior, values and tradition, some staff were confused and concerned about the power base in the school. Some resentment existed toward those staff members who did have power, such as department chairs. Since the intervention was designed to award a greater leadership role to the department chairs, this could interfere with implementation of the project. There was resistance to the changing roles of the department chairs but it came from within the department chairs.

> Barriers to changing roles also are found in the deeper, often unspoken role expectations of teachers, administrators and parents. Strong norms exist regarding what it means to be and behave in each of the established roles. People have a broad range of attitudes regarding change in traditional roles and these attitudes can provide the foundation for overt resistance to formal changes in responsibilities.
>
> ("Eight," March, 1990:3)

This resistance coupled with a crisis event caused a major change in the execution of the intervention.

The principal identified that since the training in group decision-making (Mayeski, 1989), the group of department chairs had a stronger self-image, more members were participating, time was used more efficiently and better decisions were being made. People were not willing to let a decision be made by default. "The intervention has communicated that I value them as individuals and as a group. They have been receiving positive attention. I don't know how the other staff members perceive this." (Appendix A:166)

The Assistant Superintendent for Instruction observed the department chairs using the process to prioritize the North Central Recommendations and was impressed with the on-task behavior and the intensity and thoroughness of the discussion. Consequently, a request for a second day of release time for the department chairs to work on the priorities was granted. The assistant superintendent specifically identified that the quality of the work that had been observed made it easy to approve the release time for the second day. Several principals and the Director of Special Education expressed an interest in the first project which focused on the principal working with the department chairs. Positive feelings about that project made it easier to implement the early stages of the Major Applied Research Project (MARP) which was more extensive and inclusive but continued to focus on group decision making.

## External Circumstances

The members of the North Central School Staff and Administration Self-Study Committee reported a financial crisis in the district.

(Appendix BB:224) The priority of the central administration and school board was to minimize the impact of reduced funding and declining enrollment on the instructional program in the district. Given these circumstances, it was important to design the intervention as economically as possible. The concentration of energies on fiscal matters may have resulted in less interest in the project than there would have been in financially healthy times.

An unforseen external circumstance materialized in the seventh month of the 18-month intervention. Unacceptable levels of asbestos were detected in OHS. The OHS students, faculty and administration, needed a building and double-shifts of classes at THS were the solution. This crisis affected the number of decisions that had to be made, how they were made, the climate, the conditions of human resources, etc. It is difficult to identify any area of operation that was unaffected by the double-shifting. Change agents are cautioned to learn mushroom detection. "Just like mushrooms that pop up unexpectedly after a spring shower, efforts to facilitate change may, from time to time, produce some surprising---and unplanned results." (Hord, 1987:87) The asbestos fallout generated a mammoth field of lethal mushrooms for the MARP.

The national emphasis on principal leadership has specifically identified the skills of sharing decision making and using effective communication as valuable traits. The Northwest Regional Educational Lab synthesized the research on leadership and school effectiveness. The summary identified the establishment of a positive climate as one of the attributes of an effective principal and "making teachers equal partners by sharing decision making" (Blum, et.al., 1987:27) contributed to the development of a positive climate. The American Association of School Administrators has identified sharing decision making as one of six challenges facing school leaders. This emphasis has benefitted the intervention by validating that decision making is a relevant issue.

In July 1988, the American Federation of Teachers adopted a policy urging its members to pursue school site decision making. The National Education Association has been encouraging teachers to be pro-active in re-structuring schools for some time. With the two major teachers unions and the association of school administrators interested in teacher involvement in decision making, articles that describe the effectiveness of various programs have been published in the professional literature. These articles have served as valuable resources both in the area of identifying potential problems and in the area of possible solutions. The greatest impact of the concurrent emphasis on decision making by both teacher unions and administrator organizations will be on the diffusion of the innovation, shared decision making. The average time span between early adopters and late adopters of an educational adoption in the US is about 25 years. When the innovation is backed by change agencies the rate of adoption is accelerated. For example, modern math was supported by the change agencies of the National Science Foundation and the US Department of Education; it took only five years for widespread adoption. Driver training reached widespread adoption in only 18 years due to the backing of insurance companies and auto manufacturers. (Rogers, 1983)

If the urge to adopt a shared decision-making stance continues, the diffusion of this innovation may accelerate. Within the acceleration lurks the danger of improper implementation. Marburger, an expert on school-based management, is concerned that "school-based management is going to become a hula hoop. Most people are going to do it, and do it badly." ("School-Based",1989:3) What is learned through this intervention at THS may assist others as they implement shared decision making and provide a model for effectively empowering teachers in the decision making process. Hopefully this MARP will extend the data bank of examples of how schools can improve the effectiveness of group decision making.

# Chapter 4

# BIBLIOGRAPHIC RESEARCH AND REVIEW OF THE LITERATURE

Weakness within the decision-making process at THS manifested both with individuals and within groups. Due to the high school's organizational structure, decisions at THS were often made in committees, and administrative councils. The initial literature search focused on existing programs, identifying roles within the decision-making process, examining models of small group decision making, producing outcomes, tracing stages of group development and integrating the leadership roles of the principal and department chairs with the stages of group development. Following the crisis event of double-shifting, the need to expand the study of the research on change became evident.

## Existing Programs

Nicholson (1987) reported on an innovative effort to involve teachers in school-based instructional decision making in the public schools of Stamford, Connecticut. Due to its applicability to the problem statement and similarity in setting, it served as a pivotal point in the subsequent research. Several key concepts were emphasized by the author. One was that training is required to improve decision making. The first year's focus was on building the administrators' skills through training and coaching and, in the second year of the project, the focus shifted to the teachers.

Snyder and Anderson (1988) have a two year training program for principals that focuses on training principals to manage and empower groups of teachers. More than 300 principals have completed the program. The THS principal and department chairs have received initial training in identifying the decision-making process to be used before it is used and diagnosing the group's needs. The MARP was designed to provide further training for the principal, department chairs and members of the FAC.

This focus on training also reflects the approach used in Anne Arundel County, Maryland. This three year program for administrators, guidance personnel and department chairs was based on a survey of areas of concern. The first year concentrated on training in group dynamics and leadership skills to facilitate change and assure smooth functioning of the departments. (Sange, 1982)

"It is usually necessary to provide some training in making decisions within groups. Rarely do principals, teachers and school staff have this experience." (Levin, 1990:30) As a result, Levin and his colleagues at Stanford created a training program called "Teaming with Excellence" to develop these skills for all the staff in the Accelerated School Project.

Glickman's (1989) six year intervention at Oglethorpe High School was launched with a summer retreat where training in decision making was interwoven with the authentic tasks of formulating premises and principles of shared governance and operationalizing a model that would support the agreed upon premises and principles.

## Role Identification

A second emphasis in the Stamford project was on the necessity of defining the roles of the principal, teachers and support staff in decision making. This was the thrust of the third year. The committee's primary and secondary decision-making power was defined. Throughout the project, external evaluators provided process and product feedback along with clarification. What emerged were clear guidelines for participants. (Nicholson, 1987)

This second point, clearly defining roles, was paramount in the writings of Lemley (1987), Costanza, et.al.(1987) and Levin (1990). Lemley stressed the importance of people clearly understanding their jobs and the roles of others. Lemley was the Administrator of Training for the National Association of Secondary School Principal's Assessment Center Program and the article reflected his beliefs about the skills principals must have. Costanza maintained that the department chair was often caught between the administration and the faculty. Because there was confusion about the purpose of the department chair, the role had shrunk.

Costanza based these observations on the experiences that occurred as the instructional leadership role in the district's secondary schools was expanded through the selection and training of a group of department coordinators. Costanza was Assistant Superintendent for secondary education in the district; the two co-authors were professors at a nearby university. Levin believes "the establishment of site-based decision making in conjunction with teacher and staff empowerment requires new roles and responsibilities, not only for teachers, but for other actors in the school scenario." (Levin, 1990:33)

A study of 469 classroom teachers examined the impact of role conflict and role ambiguity on feelings of emotional exhaustion, depersonalization and lack of personal accomplishment. (Schwab and

Iwanicki: 1982) The results presented in Tables 9 and 10 indicate a statistically significant relationship of perceived role conflict and role ambiguity to emotional exhaustion, depersonalization and personal accomplishment. Role conflict tended to account for the variance in emotional exhaustion and depersonalization and role ambiguity accounted for the variance in personal accomplishment.

In the discrepancy setting there has not been a clear definition of roles. These articles support this deficiency as a probable cause of the teacher unrest with the communication process and a possible deterrent to the movement toward effective empowerment. The Lemley article also identified the necessity of people understanding the roles of others within the organization as well as their own.

This need manifested overtly at THS. The faculty did not understand the role of department chairs which caused resentment and the vagueness in defining the role of members of the FAC caused great consternation. In the fall of 1988 the department chairs and the principal defined the role of the department chair and communicated this to the faculty through the minutes of the department chair meetings. Articulating the role of department chairs is not sufficient. In a survey of educational practitioners, 51 percent reported participant resistance to accepting changing traditional roles and responsibilities. ("Eight," March 1990:2)

There is little ambiguity about the principal's role at THS. The principal has position power and is comfortable using it. (Mayeski, 1989) There is a potential conflict between the principal's role and the movement toward empowerment. According to Levin, "existing principals must make the transition from control and policy enforcement to inspiration, facilitation, coordination..." (Levin, 1990:40)

Table 9

Stepwise Multiple Regression Analysis for the Relationship
Between Role Variables and the Frequency of Perceived
Teacher Burnout When Controlling for Selected
Teacher Background Variables
Schwab and Iwanicki

| Step | Variable Entered | R' | Increase in R' | R̂' | F |
|---|---|---|---|---|---|
| | | Emotional Exhaustion (N=406) | | | |
| 1 | Background Variables | .021 | | | |
| 2 | Role Conflict | .219 | .198 | | 99.91** |
| 3 | Role Ambiguity | .231 | .012 | .214 | 6.29* |
| | | Depersonalization (N=415) | | | |
| 1 | Background Variables | .113 | | | |
| 2 | Role Conflict | .193 | .080 | | 40.47** |
| 3 | Role Ambiguity | .202 | .009 | .184 | 4.52* |
| | | Personal Accomplishment (N=399) | | | |
| 1 | Background Variables | .051 | | | |
| 2 | Role Ambiguity | .109 | .058 | .093 | 25.22** |
| 3 | Role Conflict | Variance did not account for sufficient additional variance to be included. | | | |

Table 10

Stepwise Multiple Regression Analysis for the Relationship Between Role Variables and the Intensity of Perceived Teacher Burnout When Controlling for Selected Teacher Background Variables
Schwab and Iwanicki

| Step | Variable Entered | $R^2$ | Increase in $R^2$ | $\hat{R}^2$ | F |
|---|---|---|---|---|---|
| Emotional Exhaustion (N=406) | | | | | |
| 1 | Background Variables | .039 | | | |
| 2 | Role Conflict | .274 | .235 | | 125.75** |
| 3 | Role Ambiguity | .282 | .008 | .265 | 4.38* |
| Depersonalization (N=415) | | | | | |
| 1 | Background Variables | .118 | | | |
| 2 | Role Conflict | .206 | .088 | | 45.17** |
| 3 | Role Ambiguity | .217 | .011 | .200 | 5.81* |
| Personal Accomplishment (N=399) | | | | | |
| 1 | Background Variables | .021 | | | |
| 2 | Role Ambiguity | .047 | .026 | .027 | 10.55** |
| 3 | Role Conflict | .051 | .004 | | 1.52 |

*p <.05
**p <.01

Note: N's varied because the number of complete cases differed across analyses.

SOURCE: Schwab and Iwanicki, 1982: 69 and 70

## Models of Small Group Decision-Making

In the organization of THS, decisions are made primarily in small groups. Faculty members in a high school department belong to a small group: the department. The role of a department chair is manifested primarily in department meetings. Department chairs and other faculty members are often members of committees. Department and committee meetings are examples of small groups. How are decisions made in a small group?

According to Poole (1982), there were two major, and mutually exclusive, models of small group decision-making processes. The classical model of decision development, the unitary sequence model, assumed the same sequence of phases for all groups. The multiple sequence model proposed that groups differ in the sequence they follow. Two groups were used in this study: student groups selecting a topic for a term project and groups of physicians performing a program planning task.

In this article Poole questioned the verification of the theory of a basic sequence. The way Poole chose to distinguish between the two models was: in the unitary model there would be no (emphasis the author's) between-group differences in the sequence of development, and all groups would "follow the same five-step sequence: orientation, conflict, coalescence, development and integration." (Poole, 1982:5) According to Poole, if there were between group differences in developmental sequence, then the multiple sequence model held.

Significant intergroup differences in development occurred. The multiple sequence model could account for almost two and one half times as much variance in decision development as the unitary model. The study supported the multiple sequence alternative. The research design elicited confidence. The study was replicated in two groups and more than one method for measuring phases was used. Both groups produced similar results and the conditions necessary for realistic group studies were followed.

One of the major contributions of this article was to identify the necessity of an effective multiple sequence model incorporating contingency propositions to explain why sequential diversification occurs. An intervention model that would expect all groups to exactly follow the five-step sequence would be too rigid. Some valuable insights were gained from this article, but since the study used "pure" decision-making situations, the degree of transfer to THS may have been reduced.

## Effective and Ineffective Groups

Decision making can be either effective or ineffective. There were four distinguishing characteristics that discriminated between effective and ineffective groups. (Hirokawa and Pace, 1983) One, effective groups examined and evaluated opinions and assumptions carefully and rigorously while ineffective groups accepted them without considering their validity. Two, effective groups applied this same rigor in evaluating alternative choices; ineffective groups examined alternatives in a perfunctory manner. Three, effective groups based their decisions on accurate premises while ineffective groups based their decisions on inaccurate or highly questionable premises. One of the criticisms of the FAC decision on a smoking policy was that it was not based on an accurate premise. Four, in effective groups the influential members served a facilitating role, and in ineffective groups influential members served an inhibitive role.

This study has high reliability. Hirokawa and Pace randomly assigned 150 graduate volunteers to a three-member group. Since the subjects were graduate students, there was similarity in level of education with the THS faculty. Of the 50 groups, one half received one decision-making task and the other half received a different decision-making task. Two separate sets of judges evaluated the quality of these recommendations. Each set consisted of three individuals considered "experts" in the area in which the decision was to be made.

Based on their analysis, the groups were divided into two groups: effective and ineffective. Two separate three member research teams individually analyzed the videotapes of the effective and ineffective groups. Only if all three members agreed on precisely what assisted the discussion, was it identified as a criteria of an effective group. A similar process was used to identify the disruptive influences in the ineffective groups. Since this study defined what needed to occur in effective groups and highlighted indicators of ineffective groups, it was a valuable resource. Early detection of group ineffectiveness was crucial at THS.

Better and more satisfying decisions were made in groups that generated, tested and validated ideas than were made by individuals or poorly functioning groups. (Adizes and Turban, 1985) Due to the highly emotional reaction to the FAC decision, it might be tempting to use a nominal (written communication among group members through the use of a mediator) or a staticized (each person works alone with no communication and the separate judgments are averaged) approach.

Nevertheless, better decisions were made by interacting groups than were made by either nominal or staticized groups. (Burleson et.al., 1984) The population for this study were 120 undergraduates enrolled in basic communication courses at a large eastern university. Since the level of experience and education were greater for THS faculty than the sample, the advantage of the interacting group could be expected to be even greater. Differences between interactive groups and the other two were significant and are summarized in Table 11. The results of Burleson's study supported a social interaction approach in small group decision making.

Cooper and Ploor (1986) identified seven steps in group dynamics to yield successful outcomes:

1. Defining purpose of group.
2. Determining whether to vote or not.
3. Eliminating barriers to analyzing and solving problems.
4. Defining the mission.
5. Providing information.
6. Facilitating group passage through "turning point".
7. Obtaining commitment to action.

In addition to providing a group decision-making model, the article provided suggestions on defining the purpose of the meeting and outlining the procedures that would be used during the meeting. These strategies directly addressed THS's deficits. The article also identified the conditions necessary for consensus to work effectively.

The literature identified the importance of identifying roles and decision-making rights and responsibilities in groups. It was also clear that groups could be either productive or unproductive. There was

Table 11

Means and Standard Deviations for Quality of Decisions in Burleson's Study

| | Decision Procedure | | |
|---|---|---|---|
| Type of Mean | Staticized | Nominal | Interacting |
| Means at Time 1 (pretest) | 43.93 | 44.48 | 48.83 |
| Standard Deviations | 11.70 | 10.10 | 13.67 |
| Means at Time 2 (unadjusted posttest) | 43.58 | 40.25 | 38.02 |
| Standard Deviations | 9.00 | 10.38 | 13.44 |
| Means at Time 2 (adjusted posttest) | 44.74 | 41.10 | 36.02 |

Note: A lower score indicates a better decision.

SOURCE: Burleson, 1984: 567

variation in the strategies suggested to enhance productivity. A substantial shift in the decision-making literature has been from "normative or prescriptive formulas for decision-making processes to descriptive theories with greater focus on explaining and predicting the realities of educational decision making." (Estler, 1988:306)

## Stages of Group Development

Many authors have proposed theories on the various stages of group development. Because Poole's work was very convincing, this writer decided to eliminate unitary sequence models. One multiple sequence model that built on prior research findings was Lacoursiere's (1980).

He reviewed over 200 studies of group dynamics and synthesized most of what was known about group development at that time.

In Lacoursiere's model, the group development stage was determined by the dominant behaviors of the group members. These stages might develop in the sequence of: Orientation, Dissatisfaction, Resolution, Production and Termination or in a different sequence. Within each stage there were predominant socio-emotional and task-relating characteristics.

In the Orientation stage, participants had positive expectations about the outcome; in some cases these expectations were unrealistic. There was a degree of concern as individuals tried to ascertain why they were there, how being there would benefit them, what they would be expected to do, whether the rewards outweighed the cost and so forth. Participants wondered about the other members of the group: Who were they? What were they like? What would they do? At this stage group members were dependent on the person in charge. There was low to moderate task accomplishment. Defining the goals, tasks, how to approach them and the skills needed were the primary tasks in this stage.

Sometimes groups did not begin with positive feelings. Negative beginnings were more prevalent in mandatory groups than in volunteer groups. Most of the committees convened for the double-shifting at THS bypassed the enthusiasm of the Orientation stage. When resistance and hostility were present, the Orientation stage blended into the second stage: Dissatisfaction.

In the Dissatisfaction stage, the disparity between what group members anticipated would happen and what did happen created disappointment. The dependence that was sought during Orientation became confining. Unpleasant feelings of frustration or anger were directed toward the task and the authority figure. Often these negative feelings interfered with accomplishing the task. The intensity depended on the degree to which the expectations exceeded the reality. Task accomplishment and skill development gradually increased.

In some groups, the transition between the time of maximum dissatisfaction to the beginning of the Production stage was difficult and time consuming. When this occurred it was considered a separate stage, Resolution. The focus in this stage was on resolving the discrepancies between initial expectations and realities in relation to goals, tasks and skills. When the transition occurred easily and quickly, it was considered part of the Production stage.

During the Production stage, group members were eager to be a part of the team. They felt positive about being part of the group and were optimistic about realistic outcomes. Group work improved in both quantity and quality as skills, knowledge and confidence increased. Some groups never reached this stage.

The Termination stage was characterized by a sense of loss. The anticipated loss of the experience itself, separation from the leader and group members might,be denied by some group members. Joking and missing meetings were often attempts to deny the dissolution of the group.

Lacoursiere compared the amount of work accomplished and the socio-emotional tone or morale during the five stages of group development. This comparison is represented in Figure 21 . The amount of work accomplished steadily increased in the first four stages.

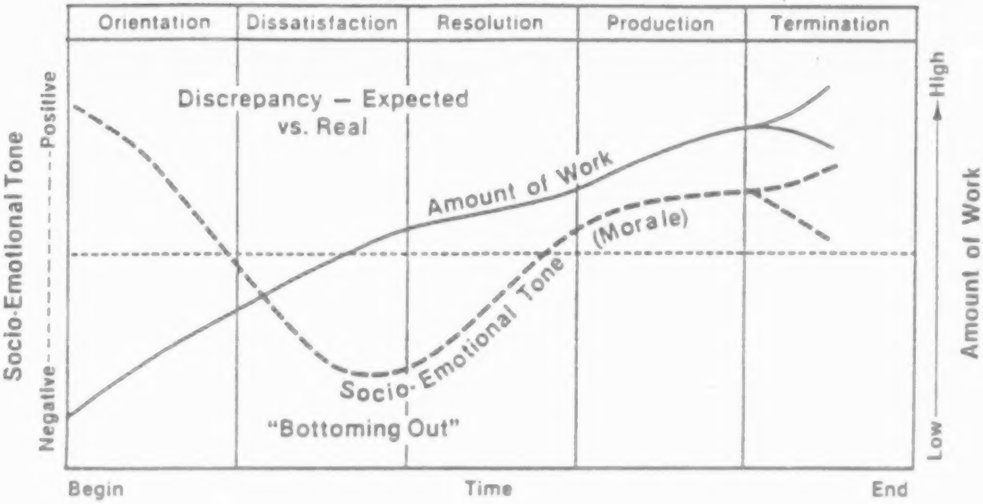


Figure 21

Lacoursiere's Comparison of Work Accomplishment and Morale

SOURCE: Carew et.al., 1984:4

Socio-emotional tone or morale started out high in the Orientation stage and dipped in the Dissatisfaction stage as the initial high expectations of group members were juxtaposed with reality. If goals and tasks were redefined in the Dissatisfaction stage, so they were attainable and if morale issues were addressed, socio-emotional tone became more positive. In the Production stage, both task and morale were high.

This model provided a diagnostic framework for determining why the FAC had significantly more difficulty with decision making than the other committees at THS. FAC differed from the other committees in two ways. FAC was a new committee, and its members had been elected rather than appointed. Since the process for selecting members was a negotiated item and could not be changed, it was not sensible to investigate this variable. FAC also differed in the experience base of the group. Being an elected body, the membership of FAC always was subject to change, and some new members were to be expected. Nevertheless, in 1986-1987, the committee was completely new and probably at the Orientation stage of group development.

The group required direction from the leader, in this case the principal. Any tasks beyond defining roles and goals should have been simple ones. Instead, FAC was given a very difficult task that had a high probability of failure: decide on a smoking policy. They received very little direction in how to do the task. This task was much more appropriate for a group at the Production stage.

Blanchard Training and Development, Inc (BTD) extracted the essence of Lacoursiere's model, the task and morale behaviors of group members in each of the stages, and paired the stages with the four leadership styles defined in situational leadership. (Carew et. al., 1984). Lacoursiere had made some general suggestions for effective leader behaviors with groups in the various stages. The BTD format also provided direction in how to meet group members' needs for role identification, participatory decision making, task direction and support.

Because a group in the Orientation stage was generally positive and dependent on the leader, a Directing leadership style was appropriate. The leader was responsible for defining roles, goals and skills needed. The leader was not overly personal at this point since that could exacerbate the Dissatisfaction stage.

In the Dissatisfaction stage, the group still needed direction from the leader, and it had an increased need for encouragement since motivation and confidence had started to decline. Thus, a Coaching style of leadership, which provided both direction and support, was required to move the group to the Production stage.

During the Resolution stage, group members needed supportive behavior to assist them to resolve conflicts and build a cohesive team. Since their task skills were improving, they did not need as much direction from the leader as they did in the Dissatisfaction stage. The appropriate leadership style was Supporting: high on support, low on direction.

When the group was in the Production stage, it was able to provide its own direction and support. The leader's significance began to recede and Delegation was the appropriate leadership style. Blanchard (1988) identified the premature movement to a delegating leadership style as the problem in many attempts to empower. Without first diagnosing where people are, the leader cannot manage the journey from the present state to the true empowerment that accompanies appropriate delegation.

Since the research leading to Lacoursiere's model was eliminated in the BTD format, it was easier to use. It focused on the stages of group development and the leadership functions and behaviors appropriate to meet the needs of the group at the various stages. The information was distilled into a ten page document (Carew et.al., 1984) which made it ideal to include as a resource to use during training. Over 100 school effectiveness teams in Minnesota used the BTD process to assist them in managing the movement toward stage four: peak performers functioning under a delegating leadership style. (Lillesve: September, 1988)

## Change

Between 1973 and 1978, the Rand Corporation studied 293 local projects funded by four federal programs designed to introduce and support an innovation in public schools. The findings from this study have been re-examined and include a discussion of the impact of crisis events.

> Local events such as teachers' strikes, fiscal retrenchment, desegregation orders, or enrollment decline can negatively affect both capacity and will as they engender competing pressures and define constraints upon local action.
> (McLaughlin, 1990: 13)

The double-shifting did affect both capacity and will of the educators at THS. The writer's exploration of the literature on change was a response to the need to understand not only the behaviors and attitudes of the THS participants but the writer's reactions as well. The statement, "change is a process, not an event" (Hord, 1987:5), prompted the question, what are the patterns within the process? One pattern was the types of concerns that seemed to dominate at different times during the change process.

> During the '70's extensive research was done to verify the existence of the stages of concern teachers experienced about an innovation and to develop procedures that could be used to assess them.
> (Rutherford, 3131, p. 3)

The seven stages are represented in Table 12. In the initial two stages, Awareness and Informational, there is little concern about the innovation. During the next two stages, Personal and Management, the concerns focus on how the individual will interface with the innovation. By the last three stages, Consequence, Collaboration, Refocusing, the emphasis on self shifts to an emphasis on students, colleagues and alternatives.

Table 12

Definitions: Stages of Concern About the Innovation

| | | |
|---|---|---|
| 6 | REFOCUSING: | The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation. |
| 5 | COLLABORATION: | The focus is on coordination and cooperation with others regarding use of the innovation. |
| 4 | CONSEQUENCE: | Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes. |
| 3 | MANAGEMENT: | Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost. |
| 2 | PERSONAL: | Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected. |
| 1 | INFORMATIONAL: | A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for for use. |
| 0 | AWARENESS: | Little concern about or involvement with the innovation is indicated. |

from Describing the Concerns Principals Have About Facilitating Change, by William L. Rutherford, Gene E. Hall and Beulah W. Newlove. Austin, Texas: 1982. R & D Report No. 3131.

The target population in this MARP were not teachers implementing an innovation in their classrooms. Would the stages of concern be the same for administrators, department chairs and members of the FAC working to implement process skills? Fortunately, researchers at the University of Texas had asked a similar question.

> Do principals and other change facilitators have identifiable stages of concern? And, if so, how do these stages of concern compare to the stages of concern about the innovation that are found in front line users and non-users?
> (Rutherford et.al., 1982:3)

The researchers gathered oral and written descriptions of concern expressed by principals and other change facilitators. A set of change facilitator stages of concern were identified and a questionnaire for assessing change facilitator stages of concern was developed.

The Change Facilitator Stages of Concern are represented in Table 13. These stages are very similar to the stages of concern for teachers but the concerns are about facilitating others' use of the innovation rather than using it personally. In the first two stages, Awareness and Informational, there is little concern about being a change agent. The next two stages, Personal and Management, are self-reflective. Can I function as a change agent? What is a change agent? Is anybody out there? Is there anybody like me out there? How do I do this? Where will I find the time?

If the person survives these two stages, then the change facilitator becomes concerned with the client, (Consequence) other change facilitators (Collaboration) and alternatives (Refocusing.) It is important to diagnose the level of concern. "The developmental and interactive nature of concerns is real and must not ignored." (Hord, 1987:43)

### Table 13
### Definitions; Change Facilitator Stages of Concern

6 REFOCUSING: Ideas about alternatives to the innovation are a focus. Thoughts and opinions oriented toward increasing benefits to clients are based on substantive questions about the maximum effectiveness of the present innovative thrust. Thought is being given to alternative forms or possible replacement of the innovation.

5 COLLABORATION: Coordinating with other change facilitators and/or administrators to increase one's capacity in facilitating use of the innovation is the focus. Increased coordination and communication for increased effectiveness of the innovation are the focus. Issues related to involving other leaders in support of and facilitating use of the innovation for increased impact are indicated.

4 CONSEQUENCE: Attention is on improving one's own style of change facilitation and increasing positive innovation effects. Increasing the effectiveness of users and analyzing the effects on clients are the foci. Expanding his/her facility and style for facilitating change is also the focus.

3 MANAGEMENT: The time, logistics, available resources and energy involved in facilitating others in use of the innovation are the focus. Attention is on the "how to do its" of change facilitation and decreasing the difficulty of managing the change process.

2 PERSONAL: Uncertainty about one's ability and role in facilitating use of the innovation is indicated. Doubts about one's adequacy in being able to be an effective change facilitator and questions about institutional support and rewards for ding the job are included. Lack of confidence in oneself or in the support to be received from superiors, nonusers and users are a part of this stage.

1 INFORMATIONAL: There is interest in learning more about the innovation. The concern is not self-oriented or necessarily change facilitation oriented. The focus is on the need/desire to know more about the innovation in general, its characteristics, effects and requirements for use.

0 AWARENESS: Change facilitation in relation to the innovation is not an area of intense concern. The person's attention is focused elsewhere.

from Describing the Concerns Principals Have About Facilitating Change, by William L. Rutherford, Gene E. Hall and Beulah W. Newlove. Austin, Texas: 1982. R & D Report No. 3131.

## Knowledgeable Others

Involvement per se is not sufficient; the experience must be positive. In a session on stages of group development in San Diego, Carew (1987) warned that when groups weren't functioning well, negative feelings developed and time was wasted. This generalization was true at THS during the FAC smoking-decision scenario. Carew reported that most people have not been trained to work in groups. The principal at THS had not been trained to work in groups.

Carew maintained there were six essential areas to include in a training program:

> 1.Learn about group dynamics. What it is and how to observe it.
> 2.Develop skill of flexibility
> 3.Recognize that a group is a living system; it has a personality and life of its own.
> 4.Understand the stages of group development and recognize how these stages help to predict group behavior
> 5.Function as participant observers and focus on the process as well as on the task.
> 6.Diagnose which group needs presently have the highest priority.
>
> (Carew, 1987)

Most of these components were addressed in an intervention for department chairs and the principal. The target group in this project has been expanded to include the FAC. It is important that eventually training is provided for the entire faculty since a group is as strong as its weakest member. (Parisi-Carew, 1987) Another reason for training the entire faculty is the importance of shared experiences if similar interpretations of events are to occur. (Kennedy, 1984)

The examination of the current literature, reports and knowledgeable others consistently identified the need and the rationale for involving teachers in the decision-making process. This is not the first time in education that empowering teachers has been suggested. Teacher empowerment was a reform idea in the 1960's that did not actualize. The atmosphere appears to be more supportive in the 1980's than it was in the 1960's. (AFT, 1988) How long will that support last?

At the National Staff Development Council convention, Goodlad spoke of the pendulum of change swinging "between two paradigms: between the hard and tough, and the soft and tender; when one is on the stage, the other is waiting in the wings." (Goodlad, 1987) The pendulum swings between the two extremes. Goodlad maintained that, rather than embracing first one and then the other, paradigms need to be juxtaposed. If the current movement toward participatory decision making is controlled only by its own momentum, it will reach the limit of the pendulum arc and will swing back again to hierarchical decision making. Shared decision making must be implemented judiciously and that requires learning its limits, its characteristics and evaluating its effectiveness.

How long shared decision making remains on the stage depends on its effectiveness. An interesting study of teachers' commitment to shared decision making was conducted in five secondary schools in the San Francisco Bay Area. (Duke et. al. 1980) Fifty teachers were interviewed on the costs and benefits of involvement in school decision making. The perceived benefits were high and the perceived costs were low and it would be logical to assume that the teachers would want to take part in shared decision making. This was not the case.

Most of the teachers did not derive satisfaction from their participation and felt less than enthusiastic about participating. Why? The majority of those who had participated in school decision making during the year were skeptical over whether their involvement had made a difference; they questioned whether they truly had influence. Shared decision making was viewed as illusionary. The authors pointed out that "the benefits of shared decision making accrue, not from mere involvement, but rather from a combination of involvement and influence." (Duke et. al. 1980:104)

Effectively empowered decision making combines involvement, influence and accountability. The goal of this intervention is effectively empowered decision making at THS. The terminal objectives were designed to achieve this goal.

## Outcomes

The objectives in this MARP targeted the behaviors of the principal, members of the FAC and department chairs. They were designed to address the major problem indicators identified in Chapter Two. The impact of this intervention on the entire faculty was examined through its side-effects. When the project began, the following objectives were formulated to guide the action.

### Terminal Objectives

The first objective was concerned with the effectiveness of the FAC in the decision-making process.

> 1. Given intervention strategies, 90 percent of the decisions based on the recommendations of the FAC in 1989-90 will be clearly recognized and accepted by the faculty as compared with the 60 percent of the decisions in 1987-88 as measured by ethnographic evidence such as memos, agendas, minutes, and journal entries that document the making of the decision to make the recommendation, the decision, and its implementation.

The second objective was designed to measure how often the first step in the decision-making process being used within FAC meetings was the identification of the process itself. During 1987-88 there had been confusion about when the committee had made a decision and how the decisions should be made.

> 2. Given intervention strategies, the decision-making process to be used in 1989, 1989-90 FAC meetings will be identified more than 80 per cent of the time as compared with less than 10 percent of the time in the 1987-88 year as measured by comparison of audio tapes, agendas and minutes of FAC meetings in 1987-88 with those in 1989-90.

The third objective reflects the importance of consistent articulation of role expectations for members of FAC. In 1987-88, ethnographic evidence was gathered that indicated varying interpretations of the role of FAC members.

> 3. Given intervention strategies, between March, 1989 and August, 1990 the description and articulation of the role of members of the FAC in the decision-making process will be consistent with the agreed upon expectations of staff and and administration (Table 6) 80 percent of the time as compared with 28 percent consistency in description and articulation of roles in 1987-88 as measured by ethnographic evidence such as tape recordings of FAC meetings, agendas, minutes and journal entries.

The fourth objective entailed the behaviors of department chairs when they met collectively. Since the department chairs were a primary focus during the introductory practicum, the baseline data for these objectives was gathered in March, April and May of 1989, after the initial practicum has been completed.

Behaviors that directly affect the group's productivity are task behaviors, including initiations. (Carew, et.al., 1987) Introducing an agenda, introducing a problem solving procedure, proposing new topics and suggesting a different course of action are all considered forms of initiation. In the 1989 assessment of the effectiveness of the introductory practicum, the department chairs identified the preparation and dissemination of the agenda in a timely fashion as an area of need. (Appendix V:216) In the 1988 assessment of the developmental level of the group, the department chairs identified that the group was ready to provide more of its own direction and the principal provided more direction than was needed by the group. (Appendix W:219) When a leader provides more direction than is needed by the group, "team members will soon feel resentment being told what to do and how to do it. They will be less inclined to contribute their ideas and opinions. Productivity, satisfaction, and creativity will all suffer as a result." (Blanchard et. al., 1988)

> 4. Given intervention strategies and audio tapes of the department chairs meetings in 1989 and 1989-90, department chairs will assume 82 percent task initiation functions in 1989-90 as compared with 42 percent in 1988-89 as measured by counting the number of task initiation functions assumed by a department chair during a meeting.

## Proposal Side Effects

The writer had projected that department chairs might begin to assume a more extensive role in the other areas of task functions such as information seeking and giving, clarifying and elaborating, summarizing and coordinating. Consensus testing, another task function, was a primary emphasis in the initial practicum. Another possible side effect was the department chairs assumption of maintenance functions of the group. In the 1988 diagnosis of the developmental level of the group, there were some indicators that the principal might be carrying out more of these functions than necessary. Examples of maintenance behaviors are active listening, encouraging, monitoring the groups' communication and managing conflict.

If the group decision-making process were valued by the participants, they might transfer this to other groups such as other THS committees, student groups, district level groups, state professional groups and community groups. In addition to multiplying the training effects, if the process is transferred it could reduce the likelihood of intergroup conflict. "One of the problems that often occurs during a change effort is intergroup conflict." (Hersey and Blanchard, 1988: 353)

One side effect was a possible change in how the faculty perceived the principal. Would there be an increase in the percent of faculty responding good or excellent to the eight statements on principal's effectiveness that were the primary indicators of the need for an intervention in the decision making process at THS? The faculty would be asked in May 1990 to rate the principal on the same 5 point Likert scale used in the North Central Survey (Appendix C:173) on the following statements.

The principal....

communicates clearly with other persons
clearly defines duties and responsibilities to all staff
provides an information flow to faculty, students and community
affords appropriate opportunities for staff members and students to advise on school policies and procedures
helps all staff members to attain a feeling of security and satisfaction in their work
encourages the professional growth of teachers and helps them to develop to their highest potential
uses a friendly and understanding approach in discussing the problems of teachers and staff
provides or maintains an environment that is conducive to educational growth and development

The responses to the survey questions would be tallied and compared to the percent of faculty members responding good or excellent in the 1987 survey.

Two different and contradictory side effects might occur in the integration of these skills into the participants' repertoire. Having broken down the mores, customs and traditions of the old ways of making decisions and placing the individuals in situations in which they had to use the new decision making skills, the new behavior may have become an integral part of the individual's modus operandi. If a combination of continuous and intermittent reinforcement is not used, the new behavior could become extinguished over time. (Hersey and Blanchard: 1988) Reinforcing the staff would be a new behavior which should be reinforced.

Conversely, the good can become the enemy of the better. For example, the success rate of quality circles has been less in this country than anticipated. Why? Hersey and Blanchard (1988) maintain that sometimes the quality circles were overly focused on participation as the problem-solving mode and overlooked the strengths of the other modes. The department chairs, having integrated five-to-fist (Slezak, 1984) as a decision-making approach, may reject other alternatives that would be even more effective.

## Long Range Planning

Blanchard (1987) identified that in both education and business there is a tendency to want to move on to the next innovation rather than focusing on implementing the current project. In this way, one can elude being held accountable for implementation. The process used to introduce an innovation to an organizational system influences commitment to that innovation. There are two major approaches to change: participative and directive.

One disadvantage of participative change is that it is often slow and evolutionary. Nevertheless, the participative approach tends to be appropriate for working with professionals. "A directive change cycle is inconsistent with their perception of themselves as responsible self-motivated people who should be consulted throughout the change process. (Hersey and Blanchard, 1988: 342) An advantage of participatory change is the degree of commitment and the acceptance of the innovation lasts longer.

The writer had planned to follow the participative change cycle illustrated in Figure 22. When a participative change cycle is implemented, new knowledge is made available in the hopes the group or individual will accept the information and will develop a positive attitude and commitment in the direction of the desired change. As the next chapter will illustrate, this was not what occurred.

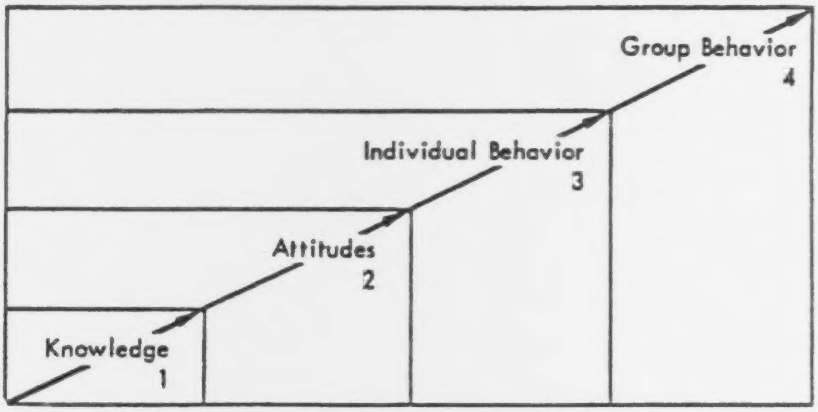


Figure 22
Participative Change Cycle

SOURCE: Hersey and Blanchard, 1988: 340

The writer did learn what happens when the directive change cycle illustrated in Figure 23 is attempted. Directive change is faster but can often be volatile and usually lasts as long as the leader has the position power to make it stick. The writer had no position power.

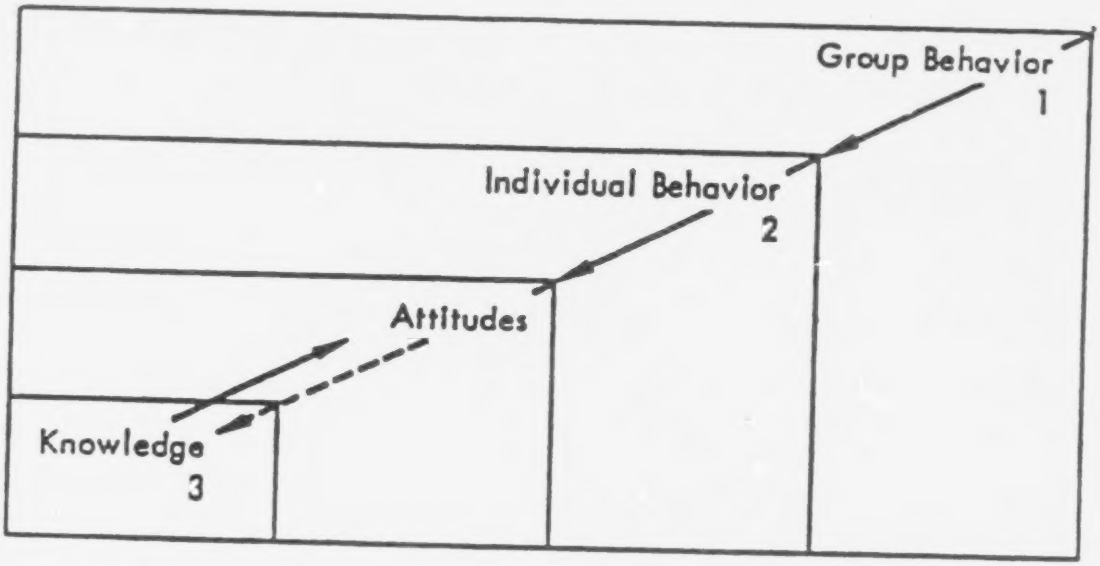


Figure 23
Directive Change Cycle

SOURCE: Hersey and Blanchard, 1988: 341

Proposal Solution Components

In a given situation, a person's behavior is a reflection of the individual's beliefs and knowledge about the situation. Thus, the behavior of the principal, department chairs and faculty at THS in the North-Central Self Study, in faculty and committee meetings, and in response to the FAC smoking decision were a result of their beliefs and their conceptual understanding of the decision-making process and roles within the organization.

How individuals chose to answer questions on surveys and questionnaires about decision making at THS was influenced by their vision of what should be and their understanding of the decision-making process. Information given in interviews, points of view expressed in letters and comments were affected by the individual's beliefs and knowledge base about decision making.

The behaviors of the principal and faculty: not identifying decision making process to be used, imprecise use of the language of decision making, assigning a task beyond the group's level of competence, rescinding a committee's decision, using excessive amounts of time to make a decision, cloudiness in defining roles in the organizational system and self-identification of decision making as an area of need indicated that either the belief system or the knowledge base was interfering with effective decision making at THS. Beliefs and information influence each other. Which should the intervention address?

An outside agent has little influence on an individual's belief system, except through information. Sometimes even the information channel is denied access. "We consciously or unconsciously avoid messages that are in conflict with our predispositions." (Rogers, 1983:166) Nevertheless, to provide information, feedback and coaching on the decision-making process seemed the most promising choice and it aligned with the participative change cycle.

To build the knowledge base, training would be provided in recognizing decision-making categories, using group processes, agreeing on interactive style, using group process observation forms,and using problem identification and problem solving strategies.

The intervention would be data-driven. Data would be collected consistently throughout the intervention and used in feedback sessions. The guided practice/coaching components were designed to influence individual behaviors and group behaviors and to assist in the internalization of the process. In the first intervention (Mayeski, 1989), the coaching component had contributed to the success of the intervention. The writer anticipated similar results in the MARP.

## Chapter Five

## IMPLEMENTATION HISTORY

### Original Action Plan

The plans to achieve the four primary objectives of this MARP were based on providing training, monitoring practice, providing feedback and on-site coaching for the desired outcomes.

### Action Plan for Objective One: Acceptance and Implementation of Decisions

The dissatisfaction with the FAC decision making in 1987-88 had focused on how the decisions were made and whether it was appropriate for the FAC to make the decisions. A training program for FAC members was designed to develop a better understanding of groups and how they develop, the characteristics of effective groups, leadership and groups and decision making. The training also provided an orientation to the agenda format and the decision-making strategy of five-to-fist. A video version of the training was produced for use with new members to FAC. As members of the administrative team and key players in the acceptance and implementation of decisions, the assistant principals were included in the training.

As planned, data was collected on the decisions the FAC made, the level of acceptance for the decisions and the degree of implementation of the decisions. The monitoring was accomplished by the writer attending the meetings, listening to tapes of the meetings, reading the agendas and minutes and interviewing key individuals in the school. Periodic feedback on the attainment of the objectives was provided for the principal. The intensity of the coaching program was based on the monitoring. Little coaching was required for the attainment of this objective.

## Action Plan for Objective Two: Identification of FAC Decision-Making Method

In documenting the unrest with the decision-making process by the FAC, one concern was with the method of decision making. The method was not well defined. Glickman (1989) identified that haziness of decision making procedures can result in teachers feeling manipulated and create misunderstandings between how people feel about a particular issue and how the decision was made.

The training, monitoring, feedback and coaching process for this objective focused on the identification of the decision-making process prior to its use. The training on identifying the decision-making process was interwoven with the training described for objective one. By attending or listening to audio tapes of the meetings, the writer monitored how often the identification of the method was the first step in the process. Intermittent feedback was provided to the principal. Since the principal had been coached on this behavior in an earlier intervention (Mayeski, 1989) with a different group, the principal transferred the skill to working with the FAC and reduced the need for further coaching.

The original plan included a strategy to diffuse the decision making innovation to the entire faculty by utilizing the department chairs as change agents. The diffusion was targeted to begin in the home-economics and social studies department. The home-economics chair chose to work on leadership skills with individuals rather than with groups. The social studies department chair agreed to work on a pilot training project at the department level. The plan was aborted in the first month of the implementation when the department members voted not to participate.

This response is not atypical. In a survey of educational practitioners who were asked to identify the difficulties that confront schools and districts when initiating shared decision making, 51 percent reported resistance to the changing roles and responsibilities.

> Several survey respondents discussed two passive sources of resistance: 1) apathy toward shared decision making and 2) satisfaction with the status quo. Each of these behaviors adds weight to any active resistance within a school community to changing traditional roles and responsibilities.
> ("Eight:March," 1990:3)

## Action Plan for Objective Three: Role Expectations

The chameleon-like description of the role of FAC members had contributed to the dissatisfaction with the FAC's decisions and the willingness of faculty members to accept and implement them. Objective three was based on the premise that clearly and consistently defined roles would reduce the resistance to the FAC and the decisions they made. In a recent survey of educational practitioners, lack of definition of roles or clarity of roles was identified as a barrier to implementing shared decision making. ("Eight:March," 1990)

Little training was required for this objective. Events that had occurred during an earlier intervention (Mayeski, 1989) had forced the principal to develop a clear picture of the role of members of FAC. The burden of the action plan rested on practice, feedback and coaching. The primary means of monitoring was attending meetings and listening to tapes of the meetings and examining documents that referred to FAC roles. The feedback was given to the principal during face-to-face meetings and by phone.

### Action Plan for Objective Four: Department Chair Task Initiation Behaviors

The department chairs had identified that the group was ready to assume more responsibility for generating an agenda and did not require as much direction as the principal provided. (Appendices V:217 and W:219) If the principal continued to be more directive than the group needed, the group's growth would be retarded. "The lack of opportunities to generate and test new ideas tends to stifle initiative and to suffocate inherent talents." (Levin,1990:12) The action plan included training in a process that would generate an agreement between the principal and department chairs on how they would interact. In addition to providing training for both the principal and the department chairs, the writer would use this process when interacting with the principal. Training and practice for the task initiation functions would be designed and provided based on the needs of the group. In their work with elementary schools in the Accelerated School Project, the staff at Stanford University found that

> staff demonstrate a rising sophistication and ability to make decisions over an ever-widening range of issues as they gain experience. For example, their experience seems to sharpen their abilities to define problems and to obtain pertinent information for decision making as well as to work productively in collaboration.
> (Levin,1990:26)

The monitoring of the attainment of this objective required the writer to attend the department chair meetings or listen to audio-tapes of the meetings. The plan projected providing feedback and coaching on the level of skill in initiating tasks to the department chairs and the principal. A crisis event, double-shifting, precipitated major adjustments in the plan which are described in detail in the following section. The primary adjustments were the cessation of training, practice, feedback and coaching of the department chairs and a reduction in the training, practice, feedback and coaching of the principal. The need to learn more about the change process and levels of concern became a high priority for the writer.

## Timeline

### March, 1989

During March 1989, the focus was on the creation and delivery of training modules to build the FAC's skills in the decision-making process. On March 24, 1989 the principal sent a memo to the FAC members announcing the logistics and content of the inservice session. The principal also made reference to a discussion of the role of the training that had taken place in an earlier session. The principal endorsed the value of the training in the memo. "I am sorry I will not be able to participate in this training with you. I am convinced, however, that you will enjoy this in-service very much and that you will find it extremely valuable." (Appendix CC:225)

Prior to the training session, the writer met with the principal to outline the major topics and to discuss the activities and the handouts of the training. The training site was a hotel meeting room and one half day release time was provided for the FAC members. Several FAC members commented favorably on the location and the release time. These factors helped to create a positive climate for the training. The three assistant principals also attended the training.

The training included short lectures which were enhanced by the use of the overhead, small group processing, large group processing and handouts. (Appendix DD:226) One objective of the FAC training was to develop an awareness of the stages of group development. This would provide a framework for diagnosing the needs of the group, predicting behavior and interpreting fluctuations in morale and task accomplishment.

To enhance the credibility of the training, the writer showed the relationship between the presentation and the six essentials to include in a training program and the seven steps in group dynamics to yield successful outcomes. To provide a standard against which to measure performance, the characteristics of effective groups were discussed. When groups have a standard against which to measure their performance, they work toward that level of performance.(Zanders, 1982) The importance of a leader's style changing to accommodate the developmental level of the group was developed by using both committee examples and classroom examples.

The FAC members were oriented to the agenda format used in the meetings. The agenda categories were discussed and the importance of discriminating between decision items and advisory items was emphasized. Miles and Louis (1990) refer to this as decision allocation and they recommend coaching on decision allocation.

The six types of decision-making methods and the importance of identifying which one was to be used before it was used was discussed. Because the strategy of five-to-fist was used to check for consensus and to move to a different decision-making method, it was taught and practiced. Members told the principal that what they were doing in the meetings made more sense after the training sessions. Several felt it helped to have the agenda format explained. Participants expressed an increased understanding of the roles of leaders and members, insights into how groups interact and a recognition of the processes that would be used within FAC. (Appendix DD:226)

The writer collected data on roles and decisions. The principal's descriptions of the role of FAC members were consistent with the expectations that they were to represent the concerns of their constituents and to serve as an advisory body. The principal also emphasized that final decisions rested with the principal.

The department chairs' meetings were coded for the percentage of total task initiation actions that were assumed by a department chair. The data gathered in March, April and May would form a baseline for comparison with the percentage following training, feedback and coaching. Ironically, the task initiation actions of the department chairs increased once the collection of baseline data began. Concurrently with the data collection, the discussions with the principal were focused on task initiation functions. This may have influenced the behavior of the principal.

Expansion of the decision-making skill building process used with the department chairs to two departments, home economics and social studies, had been part of the original plan. After initial meetings with the home economics chair, it became evident the chair wanted to concentrate on the development of the chair's leadership style when working with individuals rather than when working with groups.

The social studies chair was interested in developing group leadership skills. In early March the social studies department members agreed it might be helpful to work on their skills and completed the decision-making survey. The writer compiled these results and the five-to-fist guidelines and gave them to the social studies chair. Meantime, a member of the social studies department was nearing retirement and realized that retiring as department chair would increase the dollar amount of retirement. This individual started lobbying for the position even though the time to apply for the position had passed. The department voted to unseat the incumbent and elected the retiring member. They also decided not to participate in the decision-making pilot.

According to the social studies chair, if the group had had the training on five-to-fist, it would have been easier for all members to express their positions during this conflict. The principal did meet with each member of the department individually to discuss the role of the department chair and to explain the policy on the selection of a department chair. The social studies chair retained the position since the department members had not followed the policy. One of the members of FAC was a social studies department member and commented that after the training he could understand what was happening in the department. Neither of these pilots were crucial to fulfill the conditions of the MARP. They were abandoned.

The writer and the principal practiced agreeing on interactive style. In this paper, the term agreeing on interactive style is synonymous with contracting for leadership style as described in Leadership and the One Minute Manager. (Blanchard et. al., 1985) In this process a particular goal is defined, the degree of commitment to the goal by the person, or group, performing the task and the skill level of the person, or group, performing the task is diagnosed. Based on this diagnosis, the style of leadership, or interaction, is agreed upon and the leader delivers that style as long as it contributes to the person, or group, attaining the goal. If significant progress toward the goal is not attained, the interaction style is re-negotiated. The style might also be re-negotiated if progress is swifter than expected.

The principal valued the feedback on the data that had been collected. Information gathered through formal data-gathering methods is often not readily apparent to principals in their day-to-day activities. (Huling et.al., 1982) The collection of data and the provision of feedback occurred every month. The principal felt a coaching interactive style was appropriate.

## April 1989

The writer met, by invitation, with the moderators for the cheerleaders and the student council. The cheerleaders had experienced so much intragroup conflict they had disbanded and the student council had also experienced considerable conflict. Using a brainstorming technique, strategies that could be used to adapt the training to a student population were identified.

One session with the principal concentrated on the concept of agreeing on interactive style between the principal and the department chairs. The level of concern of the principal was misdiagnosed. The writer assumed, always a dangerous practice, the principal was at the consequence level and was interested in improving the style of change facilitation and increasing innovation effects. (Table 13) The principal was actually at the awareness level and this was not an area of intense concern. The principal's attention was directed in other areas.

The writer extolled the virtues of involving the department chairs, provided strategies and projected excitement about the innovation. It was not a match with what the principal needed. What the principal needed was a two-way discussion about involving the department chairs in the task-initiation process and either contact with or anecdotes about other principals who had been involved in sharing the task initiation responsibilities with department chairs. (Hord et.al., 1987)

### May 1989

Blissfully unaware of the principal's lack of concern about task initiation or agreeing on interactive style, the assessment of the Group Development Stage Analysis (Carew and Parisi-Carew, 1988) was entrusted to the principal. The principal was happy to do this. When asked if there were any questions about what to do, there were, of course, no questions. When there is no concern, there are no questions. Unfortunately, the level of concern influences behavior and "the performance of the facilitator will surely influence the performance of teachers as they attempt to use an innovation." (Hord and Goldstein, 1982:32)

The writer had also made a major tactical error in breaking task initiation into its four sub-categories: introduction of agenda, introduction of problem solving procedure, introduction of new topics and suggesting a different course of action, and attempting to diagnose the group's developmental level on each subcategory. The writer had noticed an intense aversion at THS to completing surveys and questionnaires. This should have served as a warning to keep the questionnaire as brief as possible.

Evidently the directions were not clear because people were confused and rebelled at completing the entire form as it was too long and too confusing. Following phone calls from key informants, the writer adjusted the directions and shortened the task. A key informant, not the principal, relayed this information to the department chairs. This marked a departure from the usual modus operandi used with department chairs and foreshadowed the perception that the innovation was not driven by the needs of THS but by the needs of the writer.

At the time, the writer attributed the behaviors of the department chairs to the pressures that accompany the end of the year and that the writer had erred in the length of the task and the clarity of directions. In retrospect, the reactions were probably indicators that at least some of the members of the group were at the management level of concern on the Stages of Concern. (Table 12) "High stage three concerns indicate the person is having difficulty doing what is required by the innovation ....unless something changes, this person will probably abandon the innovation and go back to more comfortable old practices." (Hord,1987:34)

June 1989

June marked the end of the FAC members' terms. They had met for three and one-half months. All the descriptions of the role were consistent with the expectations. The minutes were extremely detailed and provided the rationale for virtually every action of the group.(Appendix EE:230) Faculty members did not articulate dissatisfaction with any of the decisions the group made.

The writer met with the principal and superintendent on the timeline for the project and gathered further information from department chairs on the confusion with the Group Development Stage Analysis (GDSA.) The rationale for the completion of the forms had not been established for the department chairs when they had been given the diagnostic instruments.

A prior intervention (Mayeski, 1989) with the department chairs and principal had been very successful. One reason was that the principal and writer met and considered unfavorable consequences that might result from their actions. By using this technique of anticipatory regret, several negative consequences had been avoided. (Zander, 1982)

The technique of anticipatory regret had not preceded the administration of the GDSA. Recognizing the importance of this strategy, the principal and writer met to begin planning the training for department chairs on agreeing on interactive style and assuming more of the task initiation responsibilities. One variable that had contributed to the success of past sessions was the scheduling of training at a time that was not part of a regular meeting and at an off-campus site. It was agreed that this pattern would be repeated for the fall training for department chairs.

In training sessions the writer had conducted in other districts, a video the writer had made that modeled the process of agreeing on interactive style between two individuals had been effective in teaching the generic strategy. The writer wanted the principal's input on whether it would be appropriate to use the video with the department chairs. The principal agreed to preview the video at a later date and provide feedback.

The writer had known about the levels of concern for a number of years and had considered using it during the MARP. The decision not to use it was based on the belief that one more questionnaire to complete would hinder rather than help the process. The absence of a profile of levels of concerns hindered the implementation. The response of the department chairs to completing the GDSA forms implied the design of a tool to measure the effectiveness of the intervention for the department chairs needed to be short and easy to complete. After a few unsuccessful attempts, the writer decided to postpone designing the instrument.

## July and August 1989

Only six of the twelve members of the department chair group had responded to the diagnostic instrument, GDSA. Due to the 50 percent response rate and the confusion reported by those who had responded, the results would not have much credibility. Nevertheless, there might be some pattern within the results. As Figures 24 through 27 show, clear patterns were not present. The results indicated a different form of diagnosing the developmental level on these skills would be required.

During the summer the writer, at the principal's request, produced a video tape which could be used by the principal to train groups in the stages of group development and provide practice in analyzing the effectiveness of the group. This was an extremely time consuming task. The script had to be written, people who would be willing to videotaped had to be found, a video production agency had to be located and the videotape had to be edited. A copy of the video tape is included in the attachments.

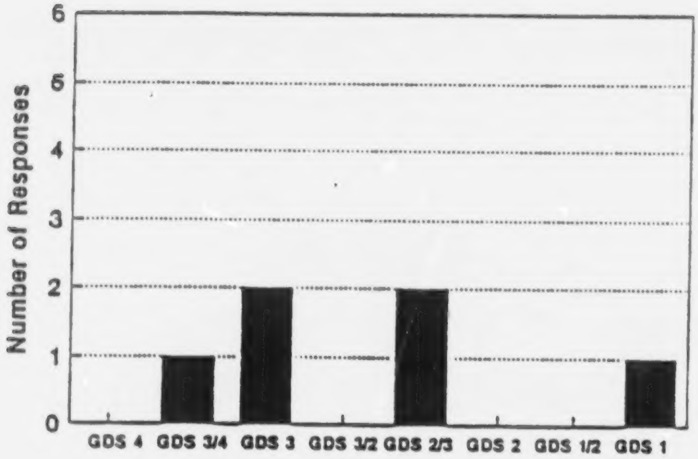


Figure 24

Group Development Stages Identified by Six
Department Chairs: Introducing an Agenda
May 1989

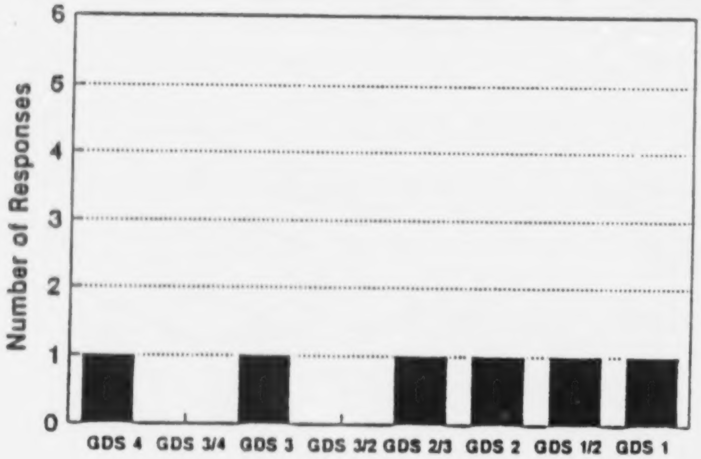


Figure 25

Group Development Stages Identified by Six
Department Chairs: Introducing a
Problem-Solving Procedure
May 1989

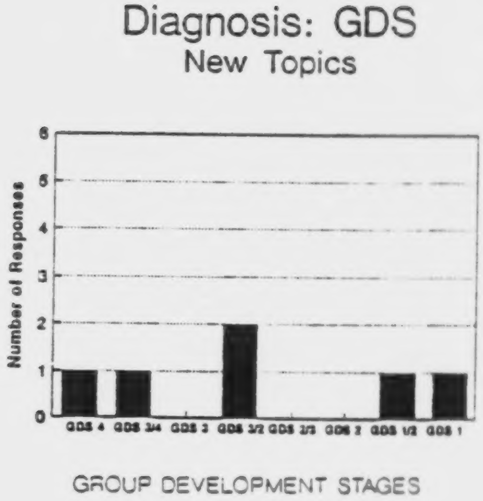


Figure 26

Group Development Stages Identified by Six Department Chairs: Proposing New Topics May 1989

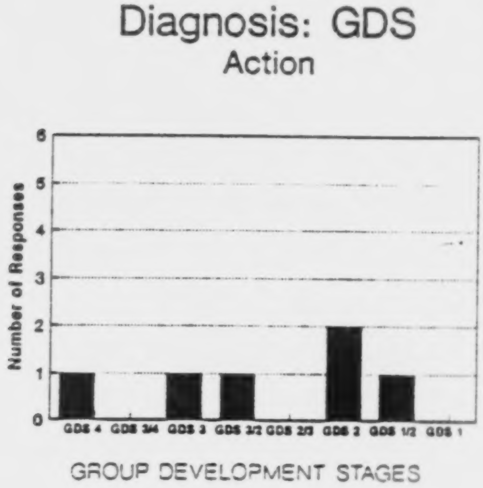


Figure 27

Group Development Stages Identified by Six Department Chairs: Suggesting a Different Course of Action May 1989

Meanwhile, an event, seemingly unrelated to the MARP, was occurring in one of the other high schools in the district. Unacceptable levels of asbestos emission were being recorded by the inspectors. This condition triggered events that had a direct impact on the implementation of the original plan.

### September 1989

As Robert Burns warned, "The best laid schemes o' mice and men gang aft a-gley." (Burns, 1958:98) The presence of the asbestos created the need for a site for OHS to conduct classes. Consequently, the faculty, administration and students of OHS moved to THS for the rest of the year. This required double-shifting. THS would take the early morning shift and OHS would convene in the afternoon and occupy the building until early evening. This was a crisis and innumerable decisions had to be made quickly.

Carefully formulated plans for implementation of the MARP were torn asunder. The original plan had called for incremental training for members of the FAC as they met in August, September and October of 1989. The FAC did not meet until November. One victim of the asbestos fall out was the plan for the orderly progression toward an agreement on interactive style between the principal and the department chairs.

Neither the department chairs nor the principal were interested in investing the time in training and coaching to attain these skills. The training time allocated to the writer in September was reduced, without advance warning, by approximately 70 percent. The training site was a corner of the asbestos filled OHS that had been deemed safe for adults.

The writer assisted in sabotaging the project by attempting to provide 100 percent of the training in 30 percent of the time.

The principal was cooperative but the immediacy of the asbestos crisis was undeniable. The scheduled monthly meetings became bi-monthly meetings. The unit of intervention shifted from the department chairs and the principal, to the principal. Change is context-bound and the context had changed at THS. Double-shifting was affecting both the capacity and the willingness to focus on the change effort. (McLaughlin, 1990)

Nevertheless, on September 19, 1989, the writer ignored the auguries of disaster and forged ahead with a plan to introduce a new order of shared group leadership to the department chairs. Exacerbating the situation was the lack of time for the principal and writer to plan how to present the information to the department chairs and to consider whether it would be better to postpone the training.

At the time of this event, the writer did know about the stages of concern and understood many of the concepts of the change process. The writer had enough information to know that this was not an appropriate time to provide training on a group process skill. If the innovation had been relevant to the crisis, it would have been appropriate. Hunter (1988) identified that we regret most those mistakes we could have avoided if we had accessed the information we possessed to make a more appropriate decision. The decision to provide the training was regrettable.

In an emergency, committee members often make errors in choosing a course of action "because the pressure of time makes them consider fewer options." (Zander: 1982, 23) The writer was not part of the committee but the time pressure may have limited the consideration of other options. If there had been advanced notice that the situation had changed, a more thoughtful decision might have been made. Zander also identified that when the decision-maker is under stress, he or she is less likely to be flexible and imaginative than in other situations.

In the past, the writer and the principal discussed, planned and analyzed how the writer would interact with the group. The principal established the rationale for all activities. On this day the principal announced that the writer had accepted a new position and reminded the group that the writer was working on a doctorate degree. These actions did not legitimize the innovation. "Principals' actions serve to legitimate whether a change is to be taken seriously." (Fullan, 1982:25)

Rather than altering the presentation based on the situation, the writer attempted to present the entire training.

> My experience has been that there are times to teach and times not to teach. When relationships are strained and the air charged with emotion, an attempt to teach is often perceived as a form of judgment and rejection. (Covey, 1989:40)

The presentation was inept. The first activity was sharing the results with the department chairs from the GDSA, which they had not valued in the first place and were inconclusive. (Figures 24-27) Because it would take time for the chairs to interpret the results and discuss the implications, they were told how to interpret the results.

Continuing this ineffective approach at rapid speed, a summary of the research on the role of the department chair was provided, followed by a presentation of data from the department chairs that indicated they wanted to assume more responsibility. The way to do this, they were told, was to learn how to agree on interactive style with the principal.

To illustrate this process the writer showed the videotape that the principal had not previewed due to time constraints. The videotape was not appropriate. The examples were of agreements between two individuals. When the tape is shown within a two-day workshop, participants do not have any difficulty making the transfer. This was not the case with the department chairs. The writer rushed through the presentation on agreeing on interactive style and created chaos on the way.

The writer did not know about the change facilitator stages of concern but did experience them. The writer's concerns plummeted from the consequence level to the personal level. (Table 13) At the personal stage individuals doubt their ability and role in facilitating the innovation and they lack confidence in themselves or in the support they are receiving from others. Hord and Goldstein (1982) suggest that the success in facilitating the department chair's assumption of task initiation responsibilities was diminished when the level of concern shifted from the consequence level to the personal level.

The group was at the management level of concern on levels of concern. (Table 12)

> Concerns information provides clear implications for assistance. For example, management concerns are described by the theory itself as concerns with time, logistics, resources and energy involved in facilitating the innovation. Thus, staff development assistance should focus on information and techniques that address specifically these issues.
>
> (Hord and Goldstein, 1982:32)

As the summary of the events illustrate, the writer did not do this. By not addressing these issues the writer increased the likelihood the group would abandon the innovation and return to the old way of doing business. (Hord et.al,1987)

One department chair precipitated this event by identifying that the training was not valuable and that the time was needed to make decisions about double-shifting. The chair was correct that it would have been a better investment of time to focus on the immediate issues of double-shifting. The training session could have been deferred.

This same department chair called a special meeting on September 27 to discuss working with the writer. To provide a little history on this individual, in the earlier intervention (Mayeski, 1989) the person had asked the principal during a training session why they were working on communication. This individual had also not called a meeting of the department members for one year. During the earlier intervention, the individual had experienced the group making a different decision about the scheduling of an event than the one the department chair wanted.

At the September 27 meeting, the individual said, "We don't want to work on communication. We are just fodder for a doctorate." Two other members echoed this idea. Some individuals felt the training should continue.

The group was clearly in either the dissatisfaction or resolution stage of group development. The motivation was low. Whether the skills necessary to be able to assume more task initiation responsibilities were present or not was not clear. According to situational leadership, the best approach would be to start using a coaching interactive style and move to a supporting interactive style as the skill increased.

Both styles of interaction called for supportive behaviors and the receiver defines what is supportive. It was unlikely anything the writer did was going to be perceived as supportive by the group. The principal and the writer met and decided the most effective approach, under the circumstances, was to influence the group by training, providing feedback and coaching the principal. The principal could then transmit these skills to the group.

## October 1989

There were three department chair meetings in the month of October. The first two were not taped. During the October 30 meeting, there was evidence to suggest the use of the decision-making process was becoming sloppy. For example, the principal said, "Five-to-fist on what I've discussed so far." There is room for multiple interpretations on what the issue might be. The principal asked the question, "Do we have consensus around the room?" without following it up with observable signaling. More decisions were made, using the five-to-fist, in the meeting than were reported in the minutes. In depth topics were often reported as "discussion" which did not provide an accurate picture of what took place during the meeting. (Appendix FF:246)

## November 1989

The FAC held three meetings in November. Many of the members had been part of the group in the Spring of 1989 and had developed some expertise in group process. The training for new members was provided by the principal with the support of the videotape the writer had prepared during the summer. At the initial meeting of the FAC, the principal clearly identified the group was not a decision-making body. A written statement of purpose for FAC that defined roles and goals was given to the members to review for discussion at the next meeting. At the second meeting they identified their statement of purpose.

Role: We are a group of people called together
for the discussion of common concerns.

Purpose:
1. To inform members of faculty concerns
2. To offer opinions and suggestions about those concerns
3. To recommend solutions and receive feedback from the building principal on those recommendations
4. To be a major communication link between faculty and administrators

There were some members who felt the group should have a stronger role in assuring that the solutions and recommendations were implemented. The principal reminded them that they were not a decision making nor a policy setting body.

The third meeting was devoted to identifying solutions to the concerns about climate that were a result of double-shifting. The responsibilities for activating these solutions were divided among the members. There were extremely detailed minutes for all three of the meetings. (Appendix EE:230) These minutes were distributed to each faculty member.

The movement through the stages of group development was more subtle than the following summary suggests but the trend is accurate. In the first meeting the group was in the Orientation stage and the principal clearly defined the roles, goals and limits. This directing style matched the needs of the group.

During the second meeting, dissatisfaction with the role and goals emerged. The principal increased the supportive behavior by listening and providing rationale while continuing to provide direction in what the roles, goals and limits would be. This coaching style was a match with the developmental level of the group.

By the third meeting, the group had reconciled their expectations with reality and resolved their dissatisfaction. As the group members focused their energies on finding solutions, they moved into the production stage of development. They divided up the responsibilities among the group members. The principal appropriately became less directive. The FAC's developmental level for the rest of the intervention vacillated between resolution and production.

During the November 6 department chair meeting, there were 11 instances when people were speaking simultaneously and were not listening to one another. The issue was tracking. The principal conveyed central office's delight that they were willing to tackle such a volatile issue. Later in the discussion, a department chair identified that there would be a turf battle. The option of establishing a subcommittee was explored and one chair thought the subcommittee should be given guidelines. Another chair asked about accumulating the research on ability grouping.

At the feedback session, the data from the script on the tracking discussion was shared with the principal. The writer asked the principal whether there were similarities with the smoking issue. The principal examined the data very carefully and articulated how helpful it was to be able to see the pattern repeat itself while there was still time to make adjustments. The principal reiterated how helpful it was to receive feedback.

Using the scripts from the meetings, the writer provided feedback to the principal on the simultaneous conversations and the erosion of the decision-making process. The principal was surprised by these results and indicated this would be corrected. A possible technique to monitor the group's behavior and provide feedback for the group was the use of the process observer forms. (Carew and Parisi-Carew, 1986)

The data on how often the department chairs were initating agenda items did not seem to concern the principal. The writer asked if this was still a goal worth pursuing. The principal stated it was important to continue to pursue this objective. Following a discussion of the many changes the administrators, teachers, students, support staff and parents had experienced, the writer also provided the principal with the Fullan synthesis of the research on change. (Appendix GG:249)

### December 1989

The FAC did not meet during December. The writer phoned the principal to see how the implementation of the process observer forms was progressing with the department chairs. The principal identified they were not being used. There simply was not the time.

Paradoxically, the district's new budget process reflected a national trend towards site-based management and empowerment. The central office required that along with the submission of the budget, each building identify the process used to involve the staff. The principal identified that this was an opportunity to use the skills they had been developing for two years. Later, the principal identified that the training in decision making had made it easier for the THS faculty to complete this activity than the OHS faculty.

### January 1990

The writer met with the principal and inquired whether the interactive style the writer was using was appropriate in delivering the feedback. The principal decided the way the feedback was given during the

November meeting was the most helpful. The principal continued to stress the benefits of receiving specific feedback.

> The greatest value was an awareness that the pattern which had created the smoking controversy was reappearing in the ability grouping issue. You shared the data and I had a growing realization of what was taking place. I am pushing to make ability grouping a district level issue. It would have been so divisive in this building, but that was where I was headed.
>
> (Principal, 1990)

Throughout both interventions, the principal has emphasized the value of the data that has been collected, organized and shared.

> (A) point that should be emphasized is the need for principals to use the data sources available to them. In the case of the principal who was supporting the teachers' use of the kits, the principal might not have become aware that teachers were not using the kits had it not been for the formal data that was provided to her. In many cases, information is not readily apparent to principals in their day-to-day activities and could only be gathered through formal data gathering methods.
>
> (Huling et.al, 1982)

The writer reminded the principal that on November 10, 1989, there had been a discussion with one of the department chairs about the use of the process observer forms to provide feedback to the group on what was occurring in the meetings. Had this taken place?

> No, we ran out of time to do the organizational work and planning. The cumulative effect of double sessions, finishing North Central, needing to complete the evaluations by 12-15-89, conferencing in the portable in the afternoon, ate up the time. I didn't make a decision not to use these forms...it simply happened.
>
> (Principal, 1990)

The practice of involving department chairs in generating the agenda had been discussed several times but nothing seemed to be happening. The principal was asked, "Why do you think that is true?" The principal responded, "I don't think I'm comfortable; I don't think they are comfortable. Nor do I think they want the responsibility. I don't see them jumping up and down for this." (Principal, 1990)

The movement toward department chairs generating the agenda could be perceived as a loss of power by the principal. The principal's comments aligned with the 38 percent of the SEDL survey respondents who indicated that "people at their site, particularly principals, central office staff, and school board members, had to confront and overcome the fear of losing power" ("Eight," April 1990:2) as they moved toward shared decision making. "Power is not only an authority or control issue. It also encompasses some individuals' sense of self and status." ("Eight," March 1990:2)

The principal was probably at the personal level of concern and wanted to move from this level. Unfortunately, this could be accomplished by ignoring the innovation. (Hord et.al, 1987) The technique of ignoring the innovation had proven to be a successful strategy for the principal in the past. The success of this strategy had been enhanced by the writer working with the principal in isolation rather than within the group. The abandonment would have been more difficult if the feedback and coaching took place within the group.

The principal's stance did not bode well for the implementation of the innovation.

> Certain functions should receive the principal's attention as priorities. These are: sanctioning the change, identifying it as a priority, providing resources, and endorsing the position and activities of other change facilitator team members. If the principal is active in no other way, she or he should take responsibility for these functions. They cannot be accomplished as powerfully by anyone else.
>
> (Hord et.al:1987,85)

The principal did not appear to sanction the change and would probably not identify it as a priority.

Why did the principal agree to shared task-initiation as an objective in the first place? The answer may be in the first intervention.(Mayeski, 1989) The primary identification of the need to work on decision making occurred in an extremely public document: the North Central Survey. The principal was dissatisfied with the results and invited the writer to intervene. The results were highly successful and the principal was pleased not only with the results but with the acquisition of skills.

The identification of need for an increase in department chair assumption of task initiation responsibilities was less public and not initiated by the principal. The department chairs identified the need through data collection tools used during the first intervention and their evaluation of the first intervention. The data were compiled and presented to the principal. The writer identified that, based on the data, the next logical step would be to work on the department chairs' increasing assumption of task-initiation responsibilities.

In retrospect, there was a far greater need to further clarify the department chairs' roles at THS. In an earlier intervention, the role of the THS department chair began to take shape. (Mayeski, 1989) It is not fully formed. Earlier in this paper the consistent role inconsistency of the department chair was cited. (Hord and Murphy, 1985) Perhaps it was not an expectation at THS to build the capacity of the department chairs to define problems, choose among alternatives and implement changes. (Levin, 1990) Recalling the negative effects of role ambiguity and role conflict (Schwab and Iwanicki, 1982), it is essential the department chair role be discussed and defined. Do the task initiation functions match the role or not? The answer at THS is not clear.

The data also revealed that the principal often provided more direction than the group needed which caused some resentment and stunted the growth of the members. Agreeing on interactive style seemed an appropriate strategy to optimize the group's productivity. The writer provided the rationale for both the increase in the department chairs' role and the strategy of agreeing on interactive style. Although it is only speculation, the immediate success of the first intervention probably influenced the principal's willingness to accept the writer's judgment on the next step.

The principal's resistance to engaging the department chairs in more task initiation activities caused the writer to question whether abandonment of the objective might be appropriate. Had the innovation become an end in itself?

> Special projects also are incompatible with the realities confronting teachers and administrators on a day-to-day basis. Educators must respond to multiple, simultaneous pressures and demands. The single-focus assumptions implicit in special projects are inconsistent with schools and classrooms.
>
> (McLaughlin, 1990:14)

The writer was sustained by the comments of key informants that the majority of the department chairs were frustrated by the degree of control and the problem-identification data that had been gathered earlier. "People need pressure to change, even in directions which they desire, but it must be in supportive conditions." (Hutchins, 1990) The writer decided to make one last attempt to achieve some movement toward the objective.

The principal did agree that the department chairs should speak for themselves and the writer agreed it would be important to find out where the department chairs were on the issue. If they did not wish to pursue this objective, then it should be abandoned.

During the January 22, 1990 department chair meeting, the principal shared the rationale of why they were not going to establish a committee to make recommendations about the ability grouping.

> As I thought about that, the thought occurred to me that if we were not careful we would have the same thing that happened with our attendance policy. We spent three years....we surveyed the nation....we consulted a lawyer, we involved parents, students and teachers, we had a heck of a policy. We got approval from the school attorney. At the district level, we were told we needed to involve the other two high schools. I guess I am saying to you this not something we want to study just at THS. This is a district level issue.
>
> I am asking your indulgence here. The reason we haven't forged ahead is kind of a change in my thinking on how this should be done. I am not changing my thinking that it should be done though.
>
> (Department, 1990)

The principal had asked one of the department chairs to serve as a process observer for the group, using the communication form. (Carew, 1986) After the department chair had provided feedback the principal said, "Thank you. Anyone want to report next time? We'll do this from time to time. If you want to do it, let me know." (Department, 1990) The principal did not process the information with the group. On January 30, 1990, at the principal's request, the writer drafted a plan on how to approach the department chairs about assuming more responsibility for generating the agenda. (Appendix HH:251)

## February 1990

At the Feb 5, 1990, department chair meeting the group divided into small groups to discuss the Change Beliefs statements from the McRel A+ Achieving Excellence Program. (Hutchins et. al., 1990) The group was asked to list the five statements they felt were most important. The following statements were the ones selected as being the most important statement about "change."

1. Participation in decision making by all affected is critical to planned change. It increases motivation and promotes ownership of the planned change.

2. People need pressure to change (even in directions which they desire), but only under conditions which allow them to react, to form their own position, to interact with other implementors, to obtain technical assistance, etc.

3. Effective change takes time. Unrealistic or undefined time lines fail to recognize that implementations occurs developmentally. Expect significant change to take a minimum of two or three years.

4. Conflict and disagreement are not only inevitable but fundamental to successful change. Any collective change attempt will necessarily involve conflict.

5. Change is difficult, if not impossible, if the culture of the organization doesn't support improvement and foster cooperative behavior. Every organization reflects a set of values about what is important, what is acceptable, how risk takers are rewarded and whether or not the people in the organization are collegial and collaborative. If your organization does not reflect such a culture, change is almost impossible.

6. You cannot assume that the reason for lack of implementation is outright rejection of the values embodied in the change of hardcore resistant to all change. Assume that there are a number of possible reasons: value rejection, inadequate resources to support implementation, insufficient time elapsed, etc.

The acceptance of these six statements about change as beliefs that would be recognized as driving forces in the department chairs' collective work should have facilitated the implementation of the innovation. At the very least, these change beliefs would enhance a discussion of what did and did not work about the innovation. There was little evidence in subsequent meetings that these principles were providing guidance and direction for the actions of the group.

On February 11, 1990, the writer provided the feedback the principal requested. The feedback was centered on two issues. One, how accurately did the minutes reflect what took place in the meeting and two, how effective were the minutes as a form of communication? For example, between October and December, decisions were reported as discussions, entries such as "it was decided" were used without explanation of the process used. (Appendix II:254) The district's movement toward empowerment which was discussed in the December 4, 1990 department chair meeting was not reflected in the minutes.

On February 27, 1990, the writer met with the principal and reviewed the plan for increasing department chairs involvement in setting the agenda. The writer previewed the information that would be shared with the practicum advisers during the interim report. During a discussion of the advantages of using the process observer forms, the principal expressed a belief that they were helpful.

On February 28, 1990 the writer and the principal met with the three practicum advisers for the interim report. (Appendix JJ:256) The meetings with the practicum advisers were always beneficial. Midway through the meeting the writer realized that if members of this group had been contacted immediately following the September fiasco, the writer would have been able to move beyond the personal concern level faster.
Was there such a thing as "change abuse?" Women who are abused often feel they are to blame for the abuse and do not reach out for help due to shame. Emotionally the writer had accepted 100 percent of the

responsibility for the failure of the September meeting and did not reach out for help.

The principal identified that the person who had called the September meeting had not held a single department meeting in the 1988-89 year. The individual's passive resistance to the changing roles was transformed into active resistance at the September meeting. The observers felt that the September meeting called to discuss a change in working with the writer was an outlet for airing general frustration with the double-shifting crisis. During an indepth study of five urban high schools engaged in improvement projects, "We saw repeatedly that the leadership and management of change was a matter of dealing with uncertainty, complexity, turbulence and the cussedness of many different people." (Miles and Louis, 1990:57)

One observer, who was also a department chair, identified that the reduced visibility of the writer contributed to the decline in group interaction skills by reducing the accountability for using the skills. The observer went on to say that the perception was that they were no longer a decision-making body. The inclusion of the three assistant principals in the meetings contributed to that feeling in three ways: one, there were now four administrators present, two, the addition of three more people changes the groups dynamics and three, the different styles of the assistant principals influenced the interaction patterns.

March 1990

A tool to ascertain the department chairs' perceptions of their assumption of task initiation functions was designed and sent to one of the practicum observers and the principal for feedback. (Appendix KK:258)

The writer obtained assurance from the principal that the questions would provide helpful information. The principal agreed it would be presented as coming from the principal and not from the writer lest it be viewed as "fodder for a doctorate."

During the March 5 department chair meeting, the principal said that more items were being suggested by department chairs for the agenda for department chair meetings which was a positive indicator of an increasingly effective group. The principal asked if the group would like to start planning the agenda jointly and if so what procedure should be used to set the agenda? The department chairs divided into groups and discussed this idea. The following were observations and concerns:

-setting agenda items a good idea
-suggest set priorities of items
-decide if an agenda item needs more discussion than time alloted and send back for next time
-overall time allocation
-how much time do we devote in setting of items for next meeting
-set time limit for this experiment, stay with it for that length, then discuss for evaluation
-reminder should go out to department chairs about meeting
-have agenda the Thursday before Monday meeting
-there should be a specific place in the office for department chairs to place their suggested agenda items

Based on the discussion, the group decided that department chairs would help set the agenda for three months and then they would evaluate the process. They also decided that all information which included the agenda item, suggested time allocation, category (information, receive perspective, problem solving, etc.) and brief statement should be submitted to the office by Wednesday before the department chair meetings on Monday and the department chairs should receive the agenda by Thursday.

## April 1990

Ten months after the intended date for expansion of the department chairs' role in generating the agenda, progress was made. At the April 9 department chair meeting, the principal said,

> It was decided a few weeks ago that the department chairs would take a more active role in determining agenda items, amount of time allocated for these items, and the placement of items on the agenda. The first item was submitted by (a department chair).
> (Department, 1990)

Later in the meeting, the principal said,

> The next item that will be placed on the agenda for the April 30 meeting will be placement criteria for general classes. The group decided that 20 minutes would be allowed for this item. The Assistant Principal and C will meet with the department chairs that are involved in these areas, discuss with them their feelings and criteria and then come back to the group with a recommendation.
> (Department, 1990)

## May 1990

During the May department chair meeting, a decision was made during the main part of the meeting and then during the report part of the meeting the decision was reversed. One chair abstained from voting. The principal laughed and observed that at least it was not a fist. The chair who abstained did come to the principal to express concern with the process being used.

The principal administered the data collection tools designed to measure the attainment of the terminal objectives. In addition, the department chairs were asked four open-ended questions by the principal.

1. In your perception, during the past two years has my leadership style with this group changed?
2. Briefly describe the changes and identify whether they have assisted or hindered the group.
3. In your perception, does the group function differently now than it did two years ago?
4. Do you think the group is more or less effective now than it was two years ago? Please explain.

Because these questions were not direct measures of the objectives, the principal framed the question from the standpoint of two years ago. This time frame included the base-line setting time and part of an earlier intervention. The complete responses to these questions are provided in Appendix KK:258.

Of the thirteen people who responded, 11 felt the principal had changed leadership style, one person identified the question did not apply as this was the department chair's first year and one person's response was qualified.

> Superficially. I believe you really have tried to be less autocratic in your leadership style. However, your mood, sense of timing, and perception often dictate feeling tone and body language which influences interactions with the group. (Appendix KK:258)

Three of the 11 who responded the principal had changed felt the principal had become less autocratic and more participative.

The majority of the respondents felt that the principal's changes had assisted the group. No one identified that the principal's changes had hindered the group. One person did identify that the group had spent too much time with the writer. The primary changes the principal had made that department chairs perceived had helped the group were: input into the agenda, decision making, and the reduction of control. Several department chairs commented favorably on the principal's growth in leading and guiding meetings.

Most respondents felt the group functioned differently. These differences focused on increased involvement in setting the agenda, making decisions, and solving problems. Several respondents commented on the change in climate within the group. They felt it was easier to disagree with one another, that it was permissible to make a mistake and that there had been an increase in listening to one another. One person commented that the dominant members still dominated and another member felt that too much time had been spent on procedures and style.

Eleven of the 13 respondents felt the group was more effective than it had been two years earlier. One respondent expressed a belief that the change in the group had influenced the entire faculty and assisted in coping with the double-shifting. "We would not have survived this year if it had occurred five years ago." (Appendix KK:258) One person felt the group was less effective.

> We are presently less effective, but we are on the right track. As we get better at setting and executing our agenda we will be a major force in this school. I think members need to do their homework before proposing an agenda item. (Appendix KK:258)

Another individual was not sure the issues that were discussed within the group were significant.

### June and July 1990

During these months, the writer listened to the audio tapes of the meetings of the FAC and department chairs to code them for the pertinent data. (Faculty, 1990 and Department, 1990) The writer also began the analysis of the data collected during the end of the year questionnaires. The principal had asked specifically for feedback on what had occurred during the last meeting of the department chairs and the writer began drafting these responses.

### August 1990

The writer met with the principal to discuss the reversal of a decision in the May 1990 meeting. The principal identified that the department chair who had abstained felt a decision had been changed inappropriately and the principal agreed the process had been aborted. The principal cited four forces that exerted pressure on the process:

1. The placement of students in general classes is a volatile and difficult issue
2. Only two department chairs were truly interested in the topic
3. The assistant principal and counselor did not wish to have their hands tied
4. There was pressure to make a decision

Two department chairs' comments on ability-grouping were consistent with the research. For important issues, such as ability grouping, the group might spend some time studying the research before making decisions. The principal liked the idea. The principal and writer discussed the role of department chairs when they meet collectively. If decisions are being made for the students at THS, then it is not appropriate for some department chairs to not become involved in the discussion because "we don't have these kids."

The writer provided feedback on how the principal's response of laughing and commenting that at least it was not a fist, stifled communication within the group. Group issues should be discussed within the group if the group is to function effectively. Since using the feedback forms had not triggered much discussion within the group, the writer suggested the principal have the group engage in reflective practice. Something simple such as, "what kind of job have we done on communication in this meeting." The response could then be compared against a standard of effective communication. If a discrepancy existed, the group could set goals for the next meeting. Having set the goal, the group would be likely to work toward that level of performance.(Zander, 1982)

During the August 23 department chair meeting, the procedure for placing items on the agenda was reviewed. All agenda items were to include the agenda item, suggested time allocation, category (information, received perspective, problem solving, etc.) and brief statement. These were to be submitted by Wednesday before the department chair meeting on Monday. The department chairs would determine placement on agenda and time allocations for each meeting. The department chairs decided unanimously to continue with the agenda setting process.

Of the five agenda items generated in the meeting, one was submitted by a department chair, one by the administrative intern and three by the administration. This agenda was accepted by a unanimous five-to-fist vote. Since this was the first meeting of the year, it was understandable that the administration would be more prepared with the agenda items than the department chairs.

## Summary of Accomplishments

Several months after the conclusion of the intervention, the writer returned to THS to interview four informal leaders within the school who had not been key informants. As an active member of several committees and an administrative intern in the building, one individual had observed the principal in numerous settings.

> When I saw what the principal was doing with the department chairs spill over into the FAC, I was excited. As I watched the principal grow into a good manager, I thought, if the principal can; so can I. It gave me more confidence. I admire the way the principal dignified the responses of group members, skillfully conducted meetings and was willing to grow.
>
> (Appendix LL:262)

There has been growth in the principal's leadership skills. The growth in skills was reflected in how the principal worked with FAC. There were two FAC groups: the 89 FAC group and the 89-90 FAC group. With both groups the principal began by being directive in the beginning in terms of defining roles, goals and how decisions would be made. This directiveness matched the initial stage of the groups, Orientation. Consequently, the FAC groups spent a minimum amount of time in the Dissatisfaction stage. During the intervention, the principal did move from a directing style to a coaching style and finally to a supporting style but the principal did not progress to the delegating style with the FAC.

The administrative intern identified that the clarification of roles of the FAC members was extremely helpful and the faculty's perception of the FAC and how it operated changed partially because the role was clearer. The administrative intern viewed the FAC as primarily fulfilling an affective role and felt it had had a positive impact on building climate. The significant increase in the ratings of good or excellent on the eight statements about the principal from the North Central Accreditation study which was a major indicator of the need for an intervention, was an exciting outcome. These results support the administrative intern's perception that building climate improved.

Despite these gains, THS is certainly not a utopian school. As one informal leader identified, the role of FAC is clearer, but it is narrow. The informal leader wondered whether, in view of site-based management, the role should expand. Another informal leader felt the group was held back by the principal and that the FAC could accomplish far more if it were more empowered.

Perhaps these comments reflect one of the seven ironies of improvement. "The more an empowered school improves, the more apparent it is that there's more to improve." (Glickman, 1990) Compared to the chaos that existed when the FAC's roles were not clear, the present calmness is an improvement.

It is also true that several of the informal leaders and key informants believe that staff expertise is underutilized in the decision-making process. This is more apparent with the department chairs than with the members of FAC. According to one informal leader, the year of double-shifting isolated the THS faculty, caused the administration to fall back into old patterns of communication and the gains that had been experienced in empowerment were lost.

The department chairs' assessments of their own skills and the leadership that the principal provided was that the principal provided more direction than they needed. This intensified during and after the crisis event with the double-shifting. Levin's (1990) work with principals identified that many times the proclamation of support for staff empowerment is not matched with action.

On the specific task of task initiation, the group displayed greater competence during the base-line period than later. They seemed to regress. As Blanchard et.al.(1988) pointed out, oversupervising a group retards its development and leads to dissatisfaction. The principal had increased the directive behaviors once the double-shifting occurred and the group had regressed to the Dissatisfaction stage.

In their feedback to the principal in May 1990, the majority of the department chairs felt their group was more effective than it had been two years ago, the climate within the group had improved, it was easier to disagree and progress had been made in involving department chairs in setting the agenda. The results of this intervention show that "principals can and do make a difference with the interventions that they make." (Huling, et.al, 1982:26)

If the principal should leave THS, the influence will go with the principal. The intervention did not accomplish the task of developing the skills within the department chairs so that, if the principal should leave, the group could continue to develop without being dependent on the principal to instigate the action. When staffs are not sanctioned to consistently exercise their professional skills, their prison is defined by the administration. It may be an expansive prison but it remains a prison if the key is passed from administrator to administrator.

## Chapter 6

## EVALUATION OF RESULTS AND PROCESS

The five outcomes for this MARP were buried in the perceptions, judgments and behaviors of the teachers and principal at THS. The data had to be teased out of a labyrinth of meetings, interviews, observations and surveys. This data was then laboriously sorted, organized, categorized and counted. It is possible that more efficient data collection tools could have been used. It is not necessarily desirable.

### Outcomes and Processes Used in Achieving Them

### Objective One
### Acceptance and Implementation of Decisions

The key question in objective one was whether the faculty at THS would accept and implement the decisions made by the FAC. They did. The primary measurement of a decision-making attempt is the acceptance of the decision and its subsequent implementation. In 1987-88, only 60 percent of the FAC decisions were clearly recognized and implemented. As the data in Table 14 illustrates, following the intervention, the acceptance rate increased to 100 percent which exceeds the projected 90 percent acceptance rate. (Appendix MM:264)

#### Terminal Objective One

> Given intervention strategies, 90 percent of the decisions based on the recommendations of the FAC in 1989-90 will be clearly recognized and accepted by the faculty as compared with the 60 percent of the decisions in 1987-88 as measured by ethnographic evidence such as memos, agendas, minutes, and journal entries that document the making of the decision to make the recommendation, the decision, and its implementation.

Table 14

FAC Acceptance of Decisions
1989-90

| Date | Decisions | Accepted | Not Accepted |
|---|---|---|---|
| 3/31/89 | .Prioritize faculty concerns. | x | |
| 4/12/89 | .Faculty submitted items | x | |
| | .Discipline | x | |
| | .Single issues | x | |
| 4/19/89 | .Ideas focus of meeting | x | |
| | .Suggestions:faculty responses | x | |
| 5/3/89 | .Additional concerns | x | |
| | .Suggestions to attend class | x | |
| | .Keep faculty updated | x | |
| 5/10/89 | .Student placement | x | |
| | .Solicited solutions from faculty | x | |
| 5/17/89 | .Compile attendance procedures | x | |
| | .More concerns added to list | x | |
| | .17 concerns consolidated to 5 | x | |
| | .Suggestions: concerns | x | |
| | .Solicited solutions | x | |
| 5/24/89 | .Have a picnic | x | |
| | .Present awards | x | |
| 11/3/89 | .Review purpose for FAC | x | |
| 11/15/89 | .FAC accepted purpose | x | |
| | .Responses to staff morale | x | |
| | .FAC recommendation to administration on food policy | x | |
| 11/29/89 | .Staff bulletin board | x | |
| | .Pot luck luncheon on 12/5 | x | |
| | .Afternoon bowling:reduced rate | x | |
| | .Informal support group | x | |
| | .Concerns: food in classrooms | x | |
| 1/31/90 | .Recycling and student council | x | |
| | .Ideas and concerns about ISS | x | |
| 3/26/90 | ."Announcement Bingo" | x | |
| 4/25/90 | .Asbestos conference | x | |
| | .Representative | x | |
| | .Responses to tardiness | x | |
| | .Formed a committee | x | |
| 5/9/90 | .Picnic | x | |
| Total | | 35 | 0 |

(Appendix MM:264)

The $z$ test of proportions was used to evaluate the difference between the pre-intervention and post-intervention proportions in terms of statistical significance. The $z$ test addresses the question: "Is the difference between these two proportions large enough to not have occurred simply by chance?" The number of decisions accepted after the intervention were significantly higher than the number accepted before the intervention ($z = 3.175$; $p < .01$, 1 tailed test).

The intervention had been designed to include training, feedback and coaching for the principal and FAC members. Training and feedback were sufficient to attain this objective. Training in 1988-89 was provided in person and by video tape in 1989-90.

## Objective Two
## Identification of FAC Decision-Making Method

The second objective was designed to measure how often the first step in the FAC decision-making process was the identification of the process itself.

> Terminal Objective Two
>
> Given intervention strategies, the decision-making process to be used in 1989, 1989-90 FAC meetings will be identified more than 80 per cent of the time as compared with less than 10 percent of the time in the 1987-88 year as measured by comparison of audio tapes, agendas and minutes of FAC meetings in 1987-88 with those in 1989-90.

By coding the audiotapes of the FAC meetings in 1987-88, the writer had identified that the decision-making method had not been identified before it was used. (Table 8) The same procedure of either attending the meeting or listening to the audiotapes of the meetings and recording the words, or lack there of, that preceded the decision-making process was used to gather the 1988-90 data. As the data presented in Table 15 confirms, the practice of identifying the method first was implemented and the objective was met. The method was identified more than 95 percent of the time.

Table 15

Faculty Advisory Committee
Identification of Decision-Making Process
1989-90

| Date | Decisions | Identified | Not Identified |
|---|---|---|---|
| 3/31/89 | .Prioritize concerns. | x | |
| 4/12/89 | .Submitted items | | x |
| | .Inclusion: discipline | x | |
| | .Single issues | x | |
| 5/10/89 | .Student placement | x | |
| | .Solicited solutions | x | |
| 5/17/89 | .Attendance procedures | x | |
| | .Five more concerns | x | |
| | .17 concerns consolidated | x | |
| | .Suggestions: concerns | x | |
| | .Solicited solutions | x | |
| 11/3/89 | .Members will review | | x |
| 11/15/89 | .Accepted statement | x | |
| | .Defined responses | x | |
| | .Food allowed in class | x | |
| 11/29/89 | .Staff bulletin board | x | |
| | .Pot luck luncheon on 12/5 | x | |
| | .Bowling:reduced rate | x | |
| | .Informal support group | x | |
| | .Concerns: food in classrooms | x | |
| 1/31/90 | .Student council responsible | x | |
| | .Ideas and concerns about ISS | x | |
| 4/9/90 | .Students in hall | x | |
| | .Tardiness | x | |
| 4/25/90 | .Asbestos conference | x | |
| | .Voted on representative | x | |
| | .Responses to tardiness | 18x | |
| | .Formed a committee | x | |
| 5/9/90 | .Catered picnic | x | |
| Total | | 44 | 2 |

(Appendix NN:266)

The z test of proportions was used to measure the level of significance of these results. The number of times the method was identified before it was used was significantly higher than the number identified before the intervention ($z = 32.007$; $p < .0001$, 1 tailed test).

An additional measurement of objective two was a questionnaire that was administered to the FAC members in May 1990 to measure their perception of whether the decision-making method was identified before it was used. (Appendix OO:268) As Figure 28 illustrates, the members' perceptions were in agreement with the data. All members perceived that the identification of the decision-making method preceded its use.

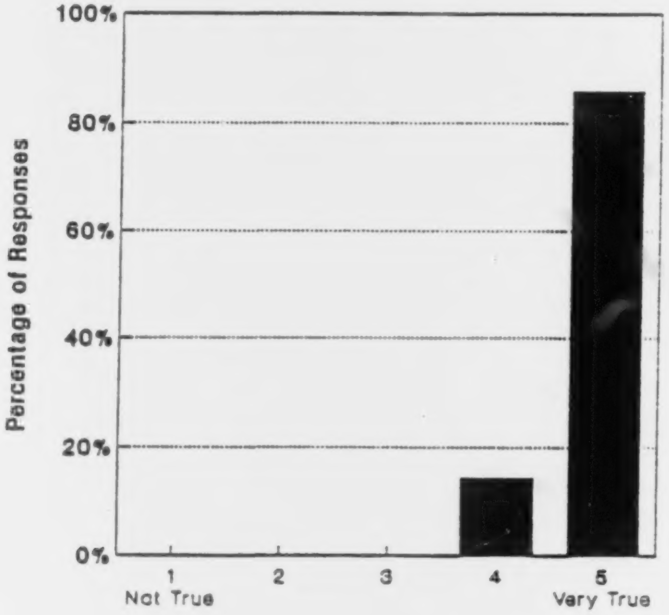


Figure 28

FAC Perceptions: Decision-Making Method Agreed Upon Before Group Makes Decision

1990

## Objective Three
## Role Expectations

The third objective reflected the importance of consistent articulation of role expectations for members of FAC. Prior to the intervention, there was variation in the description of the decision-making role of members of FAC. (Table 7) The necessity for a clear understanding of the role of a member of FAC was intensified by the annual turnover of membership in this committee. The articulation of these role expectations must be consistent.

### Terminal Objective Three

> Given intervention strategies, between March, 1989 and August, 1990 the description and articulation of the role of members of the FAC in the decision-making process will be consistent with the agreed upon expectations of staff and and administration (Table 6) 80 percent of the time as compared with 28 percent consistency in description and articulation of roles in 1987-88 as measured by ethnographic evidence such as tape recordings of FAC meetings, agendas, minutes and journal entries.

The premise of objective three was that if the principal's awareness of the importance of clearly articulating roles was heightened and the principal and others' behaviors were monitored, reported and adjusted, if necessary, the articulation of FAC roles would be more consistent with expectations of both staff and administration than was the case prior to the intervention. Ethnographic evidence was used to determine whether this had happened, which was indeed the case, as the data in Table 16 corroborates and Figure 29 illustrates. In 1987-88, 8 indicators out of 29 were consistent with expectations and in 1989-90, 24 indicators out of 27 were consistent with expectations.

Table 16

Indicators of FAC Roles Sorted by Their Consistency with Expectations 1989-90

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| 3/15/89 FAC | .advisory council | x | |
| | .advisory council | x | |
| | .advisory council | x | |
| | .recommendation | x | |
| | .advisory council | x | |
| | .recommendations | x | |
| 3/30/89 training | .decision-making roles | x | |
| 11/3/89 FAC | .not a decision-making body | x | |
| 11/15/89 FAC | "Statement of Purpose" | | |
| | .Role: | x | |
| | .Purpose: | 4x | |
| | .push them | | x |
| | .not decision-making body | x | |
| | .not a policy-setting body | x | |
| | .recommend solutions | x | |
| | .some issues off-limits | x | |
| | .what role do you want me to play | | x |
| 1/31/90 FAC | .listen to staff and bring to meeting | x | |
| 5/9/90 FAC | .department issue | x | |
| | .teaching assignments | x | |
| 5/90 Responses on Questionnaire the goals of this group? | .leadership:policy formation | | x |
| | .communications | x | |
| | .communication | x | |
| | .link and support | x | |
| | .communication and solutions | x | |

(Appendices OO:268 and PP:270)

The Chi-square test was used to compare the differing results during 1987-88 and 1989-90 with known probability distributions. Chi-square is an inferential statistic and was applied to tell whether the increased consistency in articulation and description of roles might be expected based on chance variation alone. Consistency in description and articulation of roles was significantly higher after the intervention than it was initially, (Chi-square = 21.46; $p < .001$).

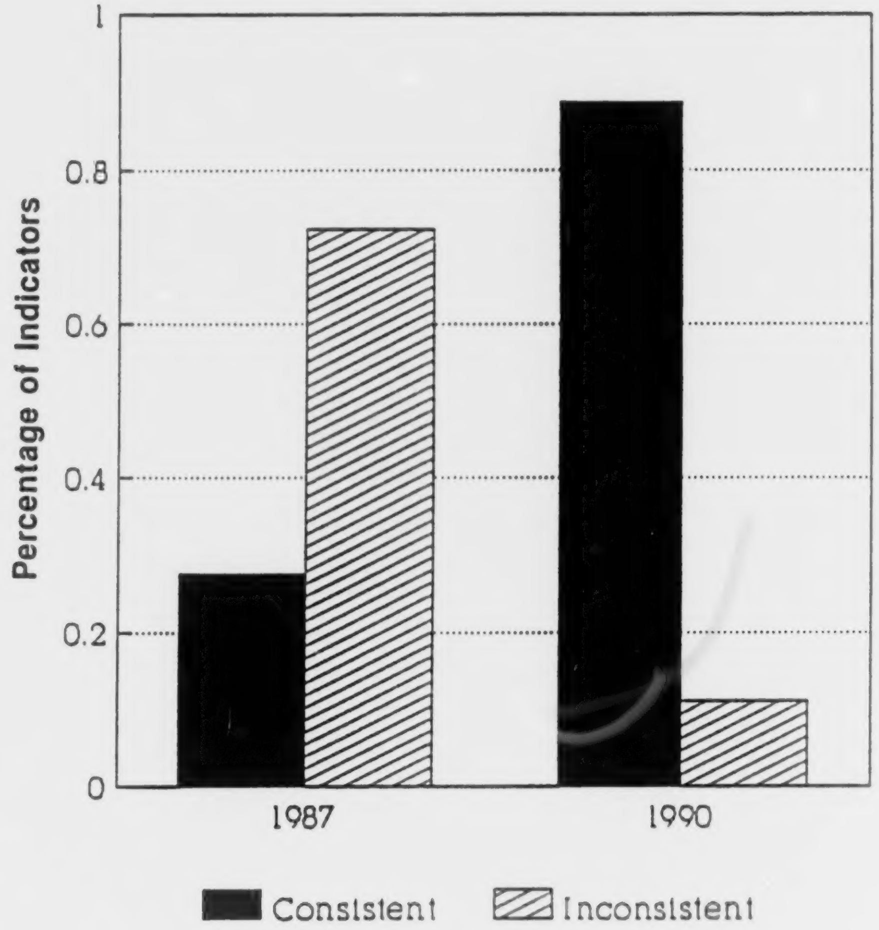


Figure 29

Comparison of 1987-88 and 1988-89 Consistency of Indicators of FAC Roles with Expectations

In addition to the discrepancy that had existed between the expectations of members of FAC and their behaviors, there had been controversy about the purpose of the group. In May 1990, members of FAC were asked to respond to three statements about the group. Was the purpose of the group clear, were members committed to the group's goals and were members clear about their responsibilities? (Appendix PP:270)

As Figure 30 illustrates, the majority of the FAC members perceived that the purpose of the group was clear. There was one individual who did not perceive that it was clear. Of the three indicators that were not consistent with the FAC role, two emerged from a member of FAC. (Appendix QQ:274) The two comments reflected a dissatisfaction with the degree of influence the group had. The profile of the perceptions of the FAC members captured this discontent.

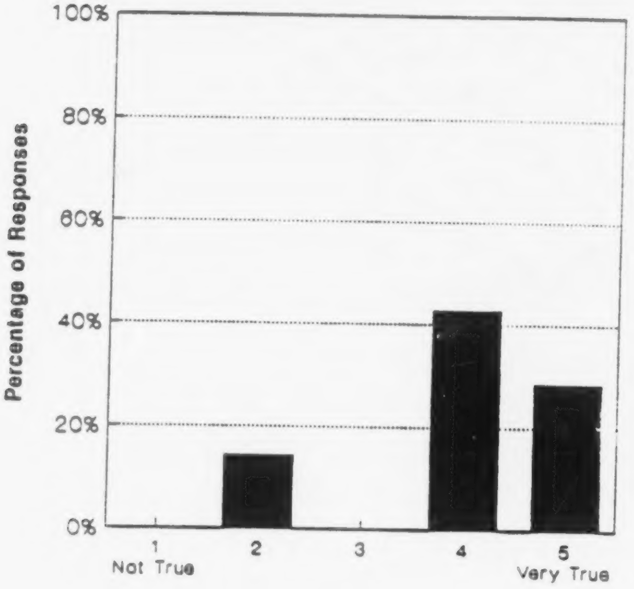


Figure 30
FAC Perceptions: Group Purpose Is Clear

1990

Despite the dissenting response on the clarity of purpose, all the members perceived that the members were committed to the group's goals (Figure 31). Members felt they were clear about their responsibilities (Figure 32). The members had divided tasks which may have contributed to feeling that everyone understood their responsibilities.

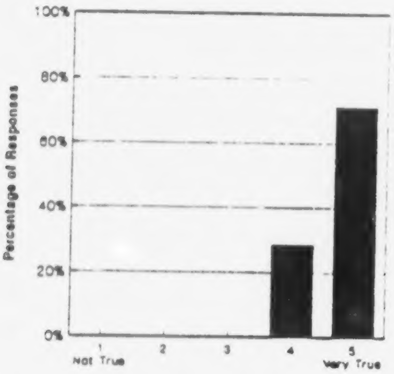


Figure 31

FAC Perceptions: Committed to Goals

1990

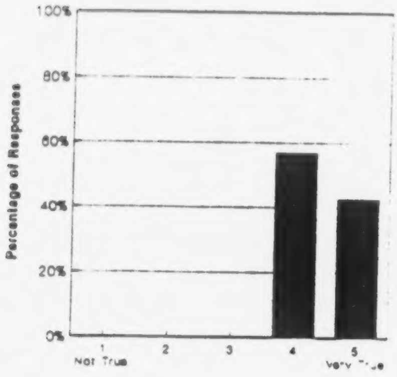


Figure 32

FAC Perceptions: Responsibilities Clear

1990

## Objective Four
## Task Initiation

The fourth objective entailed the behaviors of department chairs when they met collectively. Since the department chairs were a primary focus during the introductory practicum, the baseline data for this objective were gathered in March, April and May of 1989, after the initial practicum had been completed.

Behaviors that directly affect the group's productivity are task behaviors. (Carew, et.al., 1987) Included in task behaviors is a sub-category entitled, "Initiation." Introducing an agenda, introducing a problem solving procedure, proposing new topics and suggesting a different course of action are all considered forms of initiation. In the 1989 assessment of the effectiveness of the introductory practicum (Mayeski, 1989), the department chairs identified the preparation and dissemination of the agenda in a timely fashion as an area of need. In the 1988 assessment of the developmental level of the group, the department chairs identified that the group was ready to provide more of its own direction and the principal provided more direction than was needed by the group. The fourth objective was formulated in response to these perceptions. As the data in Table 17 corroborates, this objective was not attained.

> Objective Four
> Given intervention strategies and audio tapes of the department chairs meetings in 1989 and 1989-90, department chairs will assume 82 percent task initiation functions in 1989-90 as compared with 42 percent in 1988-89 as measured by counting the number of task initiation functions assumed by a department chair during a meeting.

Table 17

Department Chair Task Initiations
1989-90

| Date | Department Chair Task Initiations | Total Task Initiations |
|---|---|---|
| Baseline | | |
| 3/27/89 | 1 | 3 |
| 4/3/89 | 10 | 23 |
| 4/17/89 | 5 | 12 |
| | 16 | 38 |
| 8/24/89 | 5 | 36 |
| 9/19/90 | 8 | 17 |
| 10/30/90 | 4 | 13 |
| 11/6/89 | 18 | 27 |
| 12/4/89 | 5 | 7 |
| 12/11/89 | 5 | 14 |
| 1/22/90 | 4 | 11 |
| 2/5/90 | 2 | 12 |
| 3/5/90 | 6 | 14 |
| 3/19/90 | 2 | 9 |
| 4/9/90 | 5 | 9 |
| 5/14/90 | 7 | 18 |
| | 71 | 187 |

(Appendix QQ:274)

The design of the action plan for all the objectives in this major applied research project was driven by the belief that training, practice, feedback and coaching are required for the effective use of a new skill. The intensity of the components will vary from skill to skill and from person to person. In some instances not all these steps will be necessary. It is difficult to predict in advance when a step is unnecessary and should be based on monitoring the use of the skill.

The action plan for the department chairs' assumption of task initiation responsibilities was not implemented and there was a regression in the use of the skill. It is tempting to speculate on what might have happened had the plan not been thwarted. The writer had used a similar action plan with the group for decision making.

> Between October and November 1988, there was demonstration, practice and feedback and the percentage of time the skill was used varied from zero to a hundred percent. Immediately following the demonstration and a guided practice session with the principal, the level of use on October 17, 1988 was 100 percent. The principal was able to use the skill appropriately at the conscious level. Nevertheless, on October 26, 1988 the principal did not use the skill. The writer provided feedback and the level of use increased to 50 percent on November 7, 1988. Following the coaching session on November 28, 1988, the skill was used consistently. The results align with the findings of Joyce and Showers (1983) and Bush (1984) that coaching is a key component for consistent and appropriate use of a new skill.
> (Mayeski, 1989:132)

The decision-making skills were easier to implement than the task initiation skills and they were endorsed by the principal. The environment had changed due to the double-shifting but the membership of the group was primarily the same during both interventions. The writer decided to compare and contrast the two experiences. Figure 33 represents the primary events in the action plan of the decision-making intervention described in the quote above.

Prior to the collection of the baseline data, there were scattered instances of department chairs assuming a task initiation function. During the baseline months, the use increased to 42 percent. This may have been influenced by the discussions the writer and principal had about task initiation. Between August 1989 and November 6, 1989, the use regressed to 37 percent. On November 8, the writer held an extensive feedback session with the principal and provided information on the level of task initiation by the department chairs. During the December 4 meeting the use escalated to 71 percent and then rapidly declined to an overall 35 percent between December 1989 and May 1990. Figure 34 represents these key levels of use.

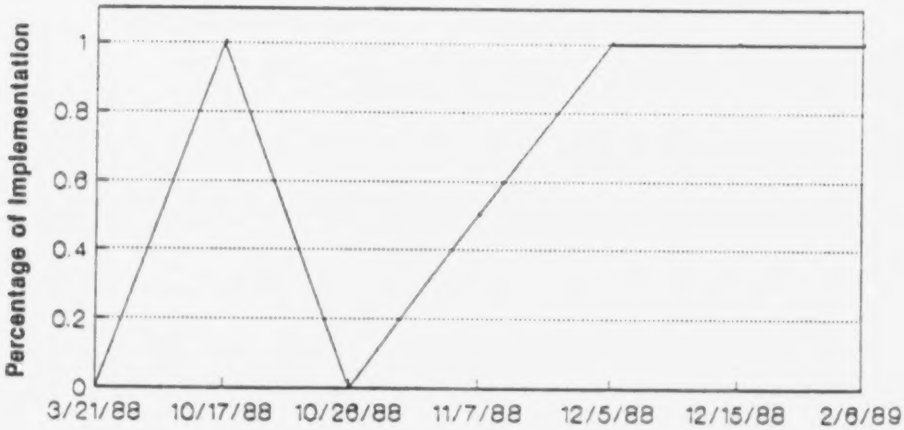


Figure 33

Department Chairs Implementation of Decision-Making Skills
with Training, Practice, Feedback and Coaching
1988-89

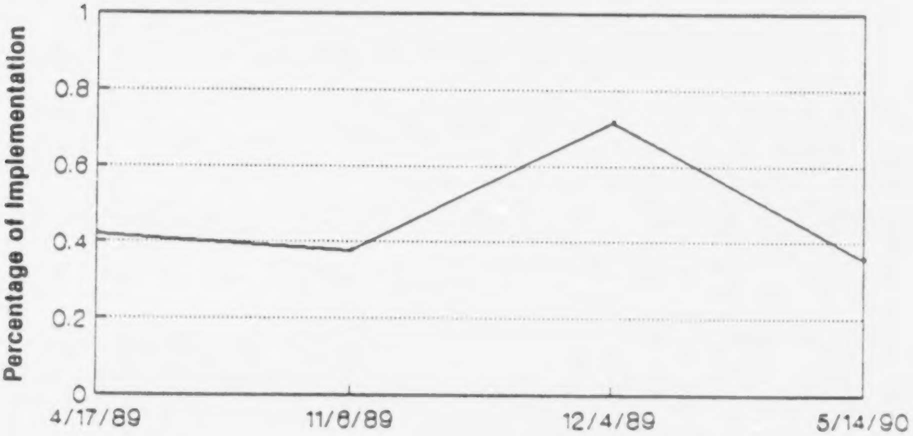


Figure 34

Department Chairs Implementation of Task Initiation Skills
without Training, Practice, Feedback and Coaching
1989-90

In both cases, the use of the skill increased following feedback but it was sustained only when coaching was provided.

> Improving skill requires doing: practice, getting feedback, and reshaping the doing until the action makes sense, is smooth, and gets you where you want to go. Most people know this about skiing or tennis, but don't consider it in relation to the behaviors involved in educational change. Good skill-development models (for example, Joyce and Showers 1983) often go unused in day-to-day school improvement work.
> (Miles and Louis, 1990:58)

Certainly, no conclusions can be drawn by comparing Figures 33 and 34. Nevertheless, they do suggest that a probable cause of a skill not being implemented could be the absence of coaching.

In May 1990, the department chairs assessed the task initiation behaviors of the group. Table 18 and Appendix KK:258 summarize their perceptions. The group perceived that they performed task initiation

Table 18

Perceptions of Department Chairs Assumption of
Task Initiation Responsibilities
May 1990

Thinking of the group at its current level of development, please circle the rating (using the scale below) which most closely describes the behavior of the members of this group.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all true of this group | A little true of this group | Somewhat true of this group | Mostly true of this group | Very true of this group |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| a) members of this group initiate agenda items | | | 3 | 10 | |
| b) members of this group identify problem solving strategies | | 2 | 4 | 7 | |
| c) members of this group suggest options | | 1 | 3 | 6 | 3 |
| d) members of this group propose new topics | | | 4 | 8 | 1 |

responsibilities more than the data gathered seemed to warrant. This was especially true for the initiation of the agenda. For several months preceding the survey the principal had been working with the group on the process that would be used to facilitate the placement of items on the agenda which may have influenced their perceptions.

## Proposal Side Effects

It had been speculated that one side effect of this intervention could be a change in how the faculty perceived the principal. A primary indicator of the need for an intervention in the decision-making process at THS was the summary of responses to eight North Central Survey statements on the principal's effectiveness. To discover if this was a side effect, the faculty were asked in May 1990 to rate the principal on the same 5 point Likert scale used in the North Central Survey.

Repeated measures analyses was not possible since the groups were not exactly the same and responses were not matched by individual. Nevertheless, it was possible to statistically compare the groups. The responses to the survey questions were tallied and compared to the percent of faculty members responding good or excellent in the 1987 survey. There was a significant increase in the number of faculty members who responded good or excellent to the following eight statements.

1. Principal communicates clearly with other persons
2. Principal clearly defines duties and responsibilities to all staff
3. Principal provides an information flow to faculty, students and community
4. Principal affords appropriate opportunities for staff members and students to advise on school policies and procedures

5. Principal helps all staff members to attain a feeling of security and satisfaction in their work
6. Principal encourages the professional growth of teachers and helps them to develop to their highest potential
7. Principal uses a friendly and understanding approach in discussing the problems of teachers and staff
8. Principal provides or maintains an environment that is conducive to educational growth and development

Table 19 presents the statistically significant results and a visual representation of the increase is available in Figure 35.

The most significant gains were achieved in the principal communicating clearly with others, providing an information flow to faculty, students and community, affording appropriate opportunities for staff members and students to advise on school policies and procedures, encouraging the professional growth of teachers and helping them to develop to their highest potential and providing or maintaining an environment that is conducive to educational growth and development.

Clearly defining duties and responsibilities to all staff and using a friendly and understanding approach in discussing the problems of teachers and staff also improved significantly. The perception that the principal helped all staff members to attain a feeling of security and satisfaction in their work changed the least among the eight statements but the change was significant. A significant number of faculty members did perceive that this was more true at the end of the intervention than they had during the North Central Survey.

It would be presumptuous to claim that the intervention is totally responsible for the shift. In the past three years there have been retirements, transfers, and new hires; this is not exactly the same faculty. All the faculty responded to the North Central Survey. Some faculty members were not present for the May 1990 survey since many had split assignments between two buildings and some had coaching assignments that day. Each individual respondent had certainly been shaped by his or her own professional and personal experiences and the change in perception may be partially due to the growth of the individual rather than a change in the principal.

Table 19

Comparison of Faculty's Perception of Principal on Eight Selected Survey Statements from the North Central Survey Before and After the Intervention

| Survey statement | Before | After | *z* | *p* |
|---|---|---|---|---|
| 1.communicates clearly | 20.6 | 49.4 | 4.239 | <.001 |
| 2.defines duties and responsibilities | 29.7 | 44.5 | 2.084 | <.01 |
| 3.information flow | 38 | 59 | 2.893 | <.001 |
| 4.opportunities to advise | 24 | 47 | 3.317 | <.001 |
| 5.feeling of security/ satisfaction | 19 | 30 | 1.728 | <.05 |
| 6.growth and potential | 31 | 57 | 3.644 | <.001 |
| 7.approach to problems | 35 | 51 | 2.205 | <.01 |
| 8. environment | 24 | 58 | 4.929 | <.001 |

Nevertheless, the level of significance of the change is so large, see Table 19, that it is legitimate to claim that at least part of this shift was due to the intervention. The principal believes that it was the training, feedback and coaching that were provided that caused the behavior change on the principal's part and the subsequent change in the faculty's perceptions of the principal.

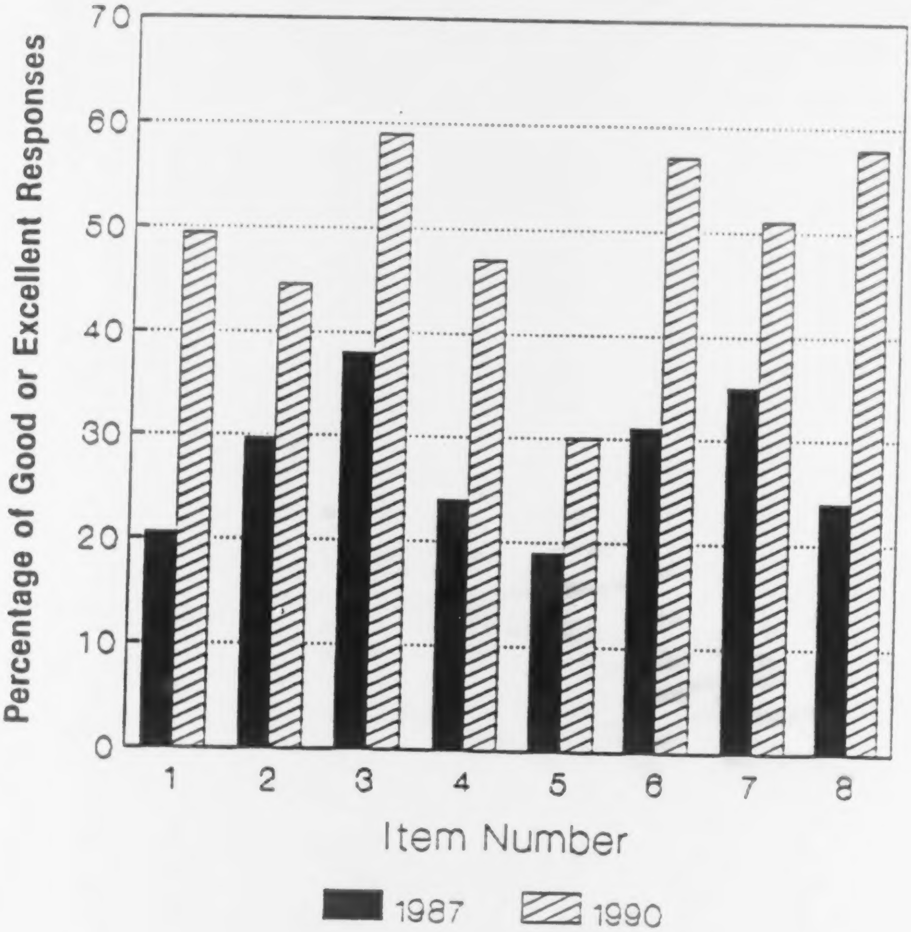


Figure 35

Comparison of Faculty's Perception of Principal on Eight Selected Statements from the North Central Survey Before and After the Intervention

## Reflections on the Solution Strategy

The training, practice, feedback, and coaching model of the intervention was appropriate. As quoted in the Chapter 5, "Good skill-development models (for example, Joyce and Showers 1983) often go unused in day-to-day school improvement work." (Miles and Louis, 1990: 58) A good skill-development model was used to guide this intervention.

The data gathering method, attending or listening to tapes of the meetings of the FAC and the department chairs, was monumental, cumbersome, labor-intensive and exhaustive. It was effective. The data provided the patterns necessary to structure meaningful feedback and coach the participants.

Throughout the historical account in Chapter 5, the writer reflected on the strengths and weaknesses of the solution strategies. In summary, providing data-based-feedback to the principal was the most consistently successful strategy. The most dramatic results were achieved when the principal analyzed and reflected on the data. Errors in judgment occurred when the writer neglected to diagnose and respond to the concerns and needs of the principal and department chairs. The negative consequence of these errors in judgment was a reduction in commitment to the innovation.

## Implications of Outcomes and Processes

The solution strategy used in this MARP could be used in a school district. The results affirm the importance of training, feedback, practice and coaching in the change process. The skills developed in this intervention were group skills. Schools interested in successful change should "spend time on team building and on training in group problem solving and decision making." (Miles and Louis, 1990:59)

Data-based-feedback appears to be a powerful force in altering behavior. Districts need to consider ways to facilitate this process. One option is to have administrators shadow each other and provide feedback. Another is to provide feedback and coaching as a part of the district's staff development program. The collection and presentation of data could be much simpler than the techniques the writer used.

## Chapter 7

## DECISIONS ON FUTURE OF INTERVENTION

### Maintain, Modify, Abandon

The principal should continue to clearly articulate the role expectations of members of committees to both the committee members and the faculty. When committees have existed for some time, it is easy to be seduced into believing everyone has the same understanding of roles. This is not always true. The role of the department chair at THS continues to need clarification.

The decision-making skills addressed in this MARP are appropriate to use with all the committees in the building and district. Processes such as nominal group process, force-field analysis and using a consensus grid would extend the flexibility and effectiveness of the decision-making process. Misconceptions about the use of brainstorming ought to be corrected.

The process of collectively reflecting on the performance of the group's effectiveness is under-valued and under-utilized. It is imperative that time be devoted to this process if the groups are to function effectively. In addition to enhancing effectiveness, this activity is vital if groups are to be empowered. This process provides a structure for addressing actions of either the leader or members of the group which are counter-productive. Without this structure, it is often difficult and risky to correct inappropriate behaviors.

## Additional Applications

Wherever there is a group, these skills apply. They are appropriate to use with student groups, community groups, district level committees, school boards and task forces. Diffusion of the decision-making skills has started within the organization. Most department chairs use at least some of the skills within the department The skills are evident in most of the committees at THS and the use has spread to district committees as well. The principal is active at both the state and national level in the Secondary School Principal's Association and uses the skills in those arenas.

## Dissemination of Information About Benefits

During the past two years, the writer has trained over 2,000 educators in the use of the skills described in this MARP. These trainings have taken place in California, New Jersey, Michigan, Kansas, Colorado, Wyoming and Missouri. The experiences provided by engaging in this MARP have shaped these presentations. The participants in the workshops have probably benefited the most from the insights the writer gained as a result of what did not go well during the MARP.

## Recommendations

Small groups are integral to the organization of schools. They are the arena for decision making and problem solving. Functioning effectively in these groups requires training, practice, feedback and coaching. It is incumbent upon school boards and superintendents that the funding and expertise be provided to carry out these functions. The decisions that are made in these groups will affect our most valuable resource, the students. "While it's true that children are only 25 percent of our population, they are 100 percent of our future." (Fjeidstad, 1989) School-centered decision making, site-based management and the empowerment movement are posited on the belief that better decisions will be made on issues that impact students. That may or may not be true. The ultimate measurement of the success of shared decision making must take place at the student level.

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# Appendix

# Appendix A

## Interviews with Key Informants and Principal
## Journal Entries: 1987-1988

November 16, 1987

Interviewed one of the key informants on the informal leaders in the building. Five department chairs were identified and nine non-department chairs.

Q: What are the assumptions held about power?
A: There are two pictures: those who feel they don't have power; they feel there is favoritism. Department chairs, who have some power, feel the limits of their power.

Q: What are the norms for behavior, values and traditions.
A: Highly traditional. The newer people butt up against the traditions. There is a belief that I am the teacher; as a teacher I can behave as I want.

KI: You probably need to hear some history on all of this. Two administrators before this one (AA3)....in the last three years of his administration he had a big fight with a staff member (SM1). The Supt in charge of personnel and the principal had decided SM1 had to go. The staff member won. Principal's power was broken. He then abdicated. After that no one tried to stop SM1.

OBSERVER'S NOTE: SM1's power base is now beginning to crumble. His own department expressed dissatisfaction with him during North Central. External team members spoke with him. This key informant is not privy to this information.

KI: Next administrator: (AA2): Very reasonable but not strong enough so he resigned with no job. Informally said, "not worth it; staff too difficult to work with." (Law suit; fair dismissal)

KI: "THE FACULTY HAD TASTED BLOOD. THEY FELT THEY COULD DO WHATEVER THEY WANTED!"

KI:When the current principal came there was a clashing of great wills. But, back to the prior situation. The faculty had friends on the school board who liked to be approached directly; they even had special phone lines installed in their homes. When looking for a replacement for AA2 they offered the job to a guy in Scottsbluff; he turned it down; he said he had heard about the school. In the interview process members of the district and the board said, "We are sick of having someone who is a weak leader and not in control."

....You have to understand; I hear about why decisions are made; I'm part of it; not everybody does.

November 17, 1987

Interviewed a second key informant. Asked KI to identify the informal leaders. KI identified 7 of the same people the first person identified; also identified one of the assistant principals as being an informal leader as well as a formal leader.

Q: What are the assumptions about power?
A: It brings special privileges. There's a lack of understanding on the part of the staff on the amount of work involved. They feel power should be earned; not granted. Power is not permanent.

Q: What are the norms for behavior, values, traditions?
A: They are caught between the old and the new. Behavior: People do their own things. Not a lot of socialization. Feelings are shared through the grapevine rather than within the organizational structure. There were 75 people at the North Central reception; that is good. There is good support for school events. Often they don't hear about why the decisions that are made....are made.
Values: Action is starting to be valued more than just talk. Progress is valued by many. Beginning to see the pay off of hard work. Sense of belonging is increasing.
Traditions: Highly valued whether they are good or bad. The parties up on the mountain are no longer taking place; there is still some resentment about that.

People are pleased about the nice report of North Central but they hope it doesn't keep us from really taking a look at what needs to be fixed.

January 8, 1988
Interview with Principal
Q: Why do you have the policy about staff using proper channels?
A: That's an insightful question! When I came, teachers would go right to the top. They'd bypass the building staff and go right to someone in central office or a school board member.

OBSERVER'S NOTE: This coincides with the input from one of the key informants.

January 22, 1988
Interview with Principal

W: Has FAC Met?
P: No.
W: Why?
P: Haven't taken the time to do it. I intended to reorganize group at January meeting but got busy. Give people the opportunity to re-elect or elect new people to committee. Will happen in February.

Discussed the fact that some faculty asking why it had not been reconvened.
W: What do you mean by you might reorganize the group?
P: People were elected by planning periods; people have different planning periods so will talk to faculty. Give them some options. If members of advisory committee want to talk about it that would be natural. Need to give some options. Not sure whether support staff will be included this time. An ad hoc committee can always be called for something like a smoking issue.

W:How will people on FAC know what is expected of them?
P: Will probably do some of the things we did in department chair meetings in defining goals and roles. How the meetings are run may change; I might not be the chair of this group; at this point I do not have it all thought out.

W: Prior to presenting to faculty would you like to discuss that or not?
P: Yes.

P: We need to get the assistant principals involved; probably not much time. They need to learn about fist to five and the agenda format.

W:What if anything would have been done differently in the past few meetings if you had not been participating in this project?
P: There probably would not have been as much discussion; people would not have listened as well; people would not be as comfortable with the decisions made. People are not dreading coming to meetings. In the olden days I would have lobbied more for the day the music director and I thought was best for the assembly; I probably would have manipulated things ahead of time.
Afterwards the music director said, "I thought we would just have an announcement and everyone would ratify it."
We probably would have spent a great deal more time on this issue in the past.

The writer and principal then worked out the details for training the assistant principals. The principal is using the timer with meetings with assistant principals Now has an agenda (typed) with assistant principals; didn't use to do it as consistently; sometimes checks. Increased time on task with timer. More aware of people's time.

W: Do you feel the dept chair meetings are more efficient now?
How are the dept. chair meetings different now?
P: Esprit de corps is higher; more cohesiveness; much stronger group in terms of self image. I think they see themselves having a voice in the affairs of THS....taking that responsibility seriously. The intervention has communicated that I value them as individuals and as a group. They are receiving a lot of attention; I think that is positive. I don't know how other staff members are perceiving this. I think the discussions are more thorough; our time is used more efficiently; I think more people are participating; a few are not dominating. More willing to risk...to participate more. People who tended to sit back are getting involved.

Some department chairs are transferring these skills to other groups. There is more ownership for what we are doing and a willingness to work to make it happen instead of perceiving the administration should be doing it. The secretaries group even called for fist to five when we were discussing procedures here in the office. Super Sec suggested that just from sitting in on the department meetings.
When the assistant superintendent for curriculum and instruction walked through during the meeting, the asst. supt was impressed ; referred back to that twice; impressed with the on task behavior and the intensity and thoroughness of discussion ; easy to approve the release time for second day. There seems to be a greater sense of stature with the position of department chair now.

The agenda format has given structure to the minutes in a different way. One faculty member commented on how helpful the new minutes are.

Better decisions are being made; people not willing to let something just go by default. Talking, thinking out loud. Forced principal to be more organized in planning the agenda; estimation of time still difficult. Still revert back to previous habits; generally getting better. More organized. Our work is better and more is accomplished.
Director of Special Education is interested in learning more about this process. Several elementary principals are also interested in this model of decision making. Fist to five was very difficult to use. In discussion, I don't know why it was so difficult. Now it seems so natural FF builds in accountability; you must be listening. If you vote against it someone will ask you for your reasons. When you leave the meeting you feel you know where the group is.... need to support because there was a feeling that some dept. chairs had been giving the impression that they were supporting when in fact they had not. Sometimes dominant ones not allowing others to speak. Interesting to pull that up (note: the clarification discussion on how much support I expect from my fellow group members and the description of roles that was generated.) before we put it in the handbook....see if that is how we feel about it...how much support do I need to give it? That is in handbook for next year; it was sent to faculty as part of minutes.

Some faculty miss the old faculty meetings "where we can just discuss some of these issues."

The group asked about the mustang; (an initial signal for who was speaking) it didn't seem natural so we abandoned it.

P: Changed structure of seating arrangement in faculty meetings. There had been a problem of people sitting in the back and not paying attention. We folded up the last two rows; was told it was the best faculty meeting in ten years. JQ had helped to plan.....did all in an hour. Principal did not think this would have happened in past; people feel better about taking responsibility; feels a lot of this is due to the decision making project because of the structure it has provided. Principal is going to start using tapes of faculty meetings for those who are absent.

Secretary is a more important person now; has bigger picture now. Identifies things that need to be done.

January 25, 1988

CC told key informant that a member of the FAC said that the principal had over-ruled the committee and the decision was really the principal's decision. The committee wanted to put the smokers in the faculty lounge.

Paper work has increased. Department chair of business used to do more original programming but now spends more time on paper work; minutes etc.

February 10, 1988

Following the FAC meeting, the principal and I had the opportunity to visit about the pitfalls of administering another survey to the staff. We also discussed the complexity of the task for a new committee. The principal shared he had not thought about the level of complexity of a task interfacing with the experience of a group.
I also had the opportunity to interview him about the impact the smoking decision was having on THS.

Q: About how much time have you spent reworking the smoking decision?

A: On February 2, 1988, I spent one hour with JD; During the past two weeks I've spent about one and one half hour with ten or 12 staff members; checking things out. I've made six trips to the faculty study to check things out; I observed between 5-15 minutes. I spent some time at the faculty meeting on February 2. On Feb 10 we (7 people) spent the whole FAC meeting on this issue. (1 1/2 hrs). I spent time visiting with the nurse, making phone calls and seeing the assistant principal: total time about 40 minutes. I spent an hour thinking about it.

Certainly the faculty have invested a great deal of time: in meetings, discussing issues. For two days, the custodians held their meetings upstairs since someone smokes.

Thought the custodian representative was speaking not only on behalf of the daytime custodians but Head Custodian. He was not. "My assumptions were incorrect."

I still have a meeting scheduled with the nurse and the FAC has to meet again next week.

Q: What is not getting done as a result of this?
A: Yesterday I had scheduled three observations: I only made one because I was dealing with the nurse, assistant principal, faculty, about the smoking issue. I've had to spend more time at night completing paper work. As one staff member said, we should be dealing with educational issues.

February 25, 1988

Key informant told me casually over lunch that since the smoking controversy has been underway, the attendance at department meetings has been in decline.

April 19, 1988

After school I encountered one of the members of FAC. I shared with the individual the strengths I had seen him use during the meetings. He expressed appreciation and shared that he had been amazed by the experiences he had serving on FAC. He relayed that he used to think he would like to have a career in politics but he discovered he did not have a thick enough skin. He said he had considered getting involved in local politics but his experience on FAC had changed his mind.

## Appendix B
## THS Self Study: 1986-87 School Staff and Administration
## Final Report to the Steering Committee

From II. SCHOOL STAFF

While there was general satisfaction with the match of administrative services and school philosophy/objectives, the study indicated concern among the school's staff relating to lack of communication, of administrative availability, inconsistent student discipline and a general lack of feeling of positive worth in the working environment.

From VII. PROGRAM LIMITATIONS

1. A vacuum of communication has resulted in feelings of frustration and isolation by the faculty. This has a negative impact on the general morale of a significant number of faculty members.
2. Cited as a major contributing factor to the above-mentioned communication situation, is the lack of meaningful staff input in the formation of school policies.
3. A lack of administrative availability has been cited by both instructional and support staffs.
5. The current teacher evaluation process is lacking in additional evaluator-evaluatee contact. This additional contact would help in developing a more effective teacher.

From VIII. RECOMMENDATIONS

1. Establish a process for dealing with the current communication situation. This process must be established with the input of all concerned.
2. Included in the aforementioned communication process is a definite inclusion of staff in the policy making.
3. Establish and publicize for all a schedule for administrative availability.
5. Establish a joint administrative-instructional staff committee to study possible revamping of the current evaluation process allowing for more effective contact time between the evaluator and evaluatee.

# Appendix C

## Selected Responses on THS North Central Faculty Survey: 1987

### Principal.....Preparation and Qualifications

6. Communicates clearly with other persons

| | | |
|---|---|---|
| 1: | (Missing but needed) | 13 |
| 2: | (Poor) | 48 |
| 3: | (Fair) | 20 |
| 4: | (Good) | 16 |
| 5: | (Excellent) | 5 |

Sixty percent of the staff gave a rating of two or lower.

### Principal.....Duties and Functions

3. Clearly defines duties and responsibilities to all staff.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 11 |
| 2: | (Poor) | 29 |
| 3: | (Fair) | 31 |
| 4: | (Good) | 26 |
| 5: | (Excellent) | 4 |

Forty percent of the staff gave a rating of two or lower.

7. Provides an information flow to faculty, students and community.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 10 |
| 2: | (Poor) | 25 |
| 3: | (Fair) | 27 |
| 4: | (Good) | 33 |
| 5: | (Excellent) | 5 |

Thirty-five percent of the staff gave a rating of two or lower.

### Principal.....Educational Leadership

2. Affords appropriate opportunities for staff members and students to advise on school policies and procedures.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 11 |
| 2: | (Poor) | 33 |
| 3: | (Fair) | 33 |
| 4: | (Good) | 18 |
| 5: | (Excellent) | 6 |

Forty-four percent of the staff gave a rating of two or lower.

4. Helps all staff members to attain a feeling of security and satisfaction in their work.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 20 |
| 2: | (Poor) | 42 |
| 3: | (Fair) | 20 |
| 4: | (Good) | 13 |
| 5: | (Excellent) | 6 |

Sixty-one percent of the staff gave a rating of two or lower.

5. Encourages the professional growth of teachers and helps them to develop to their highest potential.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 6 |
| 2: | (Poor) | 32 |
| 3: | (Fair) | 31 |
| 4: | (Good) | 17 |
| 5: | (Excellent) | 14 |

Thirty-eight percent of the staff gave a rating of two or lower.

13. Uses a friendly and understanding approach in discussing the problems of teachers and staff.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 13 |
| 2: | (Poor) | 30 |
| 3: | (Fair) | 23 |
| 4: | (Good) | 22 |
| 5: | (Excellent) | 13 |

Forty-two percent of the staff gave a rating of two or lower.

15. Provides or maintains an environment that is conducive to educational growth and development.

| | | |
|---|---|---|
| 1: | (Missing but needed) | 8 |
| 2: | (Poor) | 29 |
| 3: | (Fair) | 39 |
| 4: | (Good) | 16 |
| 5: | (Excellent) | 8 |

Thirty-seven percent of the staff gave a rating of two or lower.

## Appendix D

### Team Visitation Report: THS High School
### Pages 13 and 14

III. Concerns and Recommendations

A. Concern: This external team found that members of the instructional staff and administrative team were making progress toward an objective of enhancing two-way communication. The team could NOT validate the "vacuum" of communication presented in the self-study report. However, recommendations, for improving communications have been identified and are presented for consideration in the final section of this report.

1. Recommendation: Continued effort in improving communications within the school and community are necessary. Suggestions the external team would offer include:

a. Continuing the building advisory council and recording the minutes of each meeting held. Distributing printed summaries or minutes of those meetings to every building-staff member.

b. Establishing a procedure to assure the inclusion of topics submitted by staff on the agenda for faculty meetings.

c. Encouraging informal and/or social interaction between members of the administrative team and staff.

d. Allocating time within the school calendar for parent-student-teacher conferences at the conclusion of reporting or grading period(s).

e. Allocating time within the school calendar for staff development activities.

f. Significantly increasing the allocated time for administrative team members to plan and conduct appropriate supervision activities for instructional and support staff.

## Appendix E

### Tally of Responses on Decision-Making Questionnaire
### THS and OHS Selected Faculty
### October 1987

Decision Making is the process of selecting a course of action. Effective decision making considers the nature of the task, the quality of the decision, the time available for decision making and the level of commitment of group members to the decision that is necessary if it is to be carried out.

Not True — Very True

1. An appropriate decision making method is agreed upon before the group makes the decision.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| THS RESPONSES | | 3 | 2 | | |
| OHS RESPONSES | | 3 | 2 | | |

2. Decisions are clearly recognized and accepted by members.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| THS RESPONSES | | 2 | 3 | | |
| OHS RESPONSES | | 2 | 3 | | |

3. What decision-making methods are used most often?
   a. Lack of response (suggestions bypassed without comment)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| THS RESPONSES | 1 | 2 | 2 | | |
| OHS RESPONSES | | 1 | 2 | 2 | |

b. Authority rule (based on
power structure) 1 2 3 4 5
THS RESPONSES 1 1 2 1
(Some respondents marked between numbers)
OHS RESPONSES 2 3

c. Minority rule (two or three
members manipulate action
without general consent) 1 2 3 4 5
THS RESPONSES 1 1 2 1
OHS RESPONSES 2 1 2

d. Majority rule (voting or polling) 1 2 3 4 5
THS RESPONSES 1 1 1 2
OHS RESPONSES 3 2

e. Consensus (everyone has a chance
to influence the decision and is
willing to go along) 1 2 3 4 5
THS RESPONSES 1 4
OHS RESPONSES 2 3

f. Unanimous consent (total
agreement) 1 2 3 4 5
THS RESPONSES 1 1 3
OHS RESPONSES 4 1

Comments:

.Most decision cannot be made by consensus. I believe there is an attempt to do this through department chairmen meetings and faculty advisory meetings.

."e" has two issues; should be separated.

.Decisions made vary from day to day as well as how they are made. A set method is never used, thus the ratings of this can never be accurate, but over generalized. Most decision making is produced and decided upon at the administration level. Thus, alot of decisions are made at this level due to ease and time, or to avoid further conflict. Although a lot of decisions are left up to the faculty as a whole, some important decisions are left up to "special" groups, ie. department heads, etc. Due to this fact the faculty can at times be undermined. It is hard to go against or disagree with the committee's views when they are backed by the administration and vice versa. Alot of the views and decisions are then based around this group, giving a feeling of "favoritism decision making." The opposite is also true. A simple task can be turned into a long nightmare due to "total involvement" in decision making. (Total agreement on the paper color of a program.)

.(next to question 1) Generally true and things go well when the method agreed upon is followed to fruition. However, sometimes feed in to administrative decisions is encouraged and, then, *seemingly* disregarded (in the teacher's perception) which creates cynicism in the staff. This is *not* true of Department Chairs, but, rather, a perception from the staff in general. (next to question 3) This is very difficult to answer; primarily because the decision-making process tends to be *inconsistent*. *Generally*, it works very democratically. However, occasional "executive decisions" keep many staff members resentful. As a department chair, I get more *communication* regarding the *reasoning* behind and *process* involved in those "executive decisions." Therefore, I almost always agree with those decisions. The rest of the staff doesn't often get that information; thus the griping results. There must be decisions made at the executive level or a building would be unable to function! However, the staff needs to understand *why* such decisions were considered and *why* they were rejected *and* the staff should be freely encouraged to comment, make suggestions, etc. if applicable. (If the building administration is *firm* on a decision, especially an unpopular one, it should be made clear that such is the case. I cannot imagine that such a situation would be commonplace, however.) Perhaps the "bottom line" is two-fold:

1. Teachers must feel that they and their opinions are respected. They must *never* be addressed in a condescending manner!
2. Communication must *genuinely* be two-way.

# Appendix F

## Minutes: Selected FAC Meetings, 1987

October 17, 1987
In Attendance: K, R, W, X, Y, Z; Principal Absent: Q

The following agenda was considered for discussion during the school year:

1. Back-to-school night
2. Retirement dinner
3. Smoking at faculty meetings
4. Semester tests
5. Seating in the auditorium
6. Sweeping in the faculty parking lot
7. Wearing caps in the building
8. Smokers alley
9. Love-making in the halls
10. Attendance at faculty meetings

Smoking at THS was discussed and a committee to study it will be formed. This committee will be composed of members of the FAC, a representative of the cooks and custodians, and a representative of the clerks, secretaries and aides. It will not be the purpose of this group to consider abolishing smoking on campus but rather to concern itself with whether we would have a smoke free lounge and a lounge for smoking. The meeting to discuss this issue will be October 21 at 7:00 a.m. in the conference room. Respectfully submitted, "K"

November 12, 1987
Present: K, Q, R, W, X, Y, Z, T, Principal

The faculty advisory council strongly supports the employee toys and gift drive and encourages everyone who can to support this endeavor. Duty stations in the gym during assemblies and the need to be at your station was addressed. (Principal) will check into this subject. The smoking questionnaire results will be distributed to faculty and staff. The faculty advisory council will make a recommendation to Principal about smoking at the next meeting. Smokeless ash trays and room air filters will be considered for smoking areas.
X agreed to contact several staff members to see if they would serve on a newly formed Social Committee. This committee will help plan such events as our annual Christmas Party, Retirement Dinner and our end of semester Pot Luck Luncheon.
Broadening the faculty advisory council to include custodians and office staff was considered positive.
The next meeting will be Wednesday, November 25 at 7:00 a.m.

## Appendix G

### Journal Entry: Notes from 10-28-87 FAC Meeting

Principal to note-taker: "You could say we've decided to do this and anyone who is interested can contact me - we can work on that." Anything else on this you'd like to discuss before we got this recommendation.

Long discussion about weighted grades - then the principal says it was discussed in department meetings - we never really came to consensus. Probably more appropriate for department chairs - we might discuss it at some future time.

Principal: "On to Smoking issue - main issue. Responses to the inclusion of the item in the minutes. - Various responses read them out. Comments included:

> "The smoking issue is a central office issue - not ours in the first place - send it back to them."
>
> "Drop the issue of smoking and get on to important things."
>
> "Buy Norelco Smokeless Ashtrays."

Discussion of Survey:

Y: "I think this survey will solve some of the problem - people will voice their opinion on a survey; see the need."

K, Y, and Principal had drafted some questions for the survey.
Observer's note: Asked Principal why he got involved in drafting survey and he didn't know.

Question 5 is reviewed.

Principal: "The idea is just to gather some information....."
To recorder: "Do you have that?"

Recorder: "Couldn't 3 be deleted?"
Principal: "No, I don't think so. - the intent is to get some statistics.

Principal: " I think we need to move quickly - when do you want to meet again?"
"Did you get that in the minutes, K ?"

Principal: "Next meeting - Nov. 11, 1988 - we'll discuss results make decisions. Might all be a waste due to the District Committee. OK.

## Appendix H

### Tally: THS Faculty Smoking Questionnaire
November 4, 1987

1. Do you smoke?

| | Yes | No |
|---|---|---|
| Teachers | 14 | 78 |
| Custodians | 6 | 8 |
| Aides/Sec | 2 | 10 |
| Cafeteria | 4 | 8 |
| Total | 26 | 104 |

2. Bothered by smoke?

| | Very Much | Sometimes | Seldom | Never |
|---|---|---|---|---|
| Teachers | 39 | 24 | 10 | 7 |
| Custodians | 1 | 4 | 1 | 2 |
| Aides/Sec | 6 | 3 | 1 | |
| Cafeteria | 2 | 6 | 1 | |
| Total | 48 | 37 | 13 | 9 |

3. Change needed in smoking areas?

| | Yes | No |
|---|---|---|
| Teachers | 35 | 55 |
| Custodians | 3 | 10 |
| Aides/Sec | 4 | 7 |
| Cafeteria | 1 | 1 |
| Total | 43 | 73 |

4. Smoke-free faculty meetings?

| | Yes | No |
|---|---|---|
| Teachers | 70 | 22 |
| Custodians | 1 | 12 |
| Aides/Sec | 9 | 1 |
| Cafeteria | 2 | 2 |
| Total | 82 | 37 |

5. Comments on smoking areas on the following page

SMOKER:

Insulted by non-smoker

Will leave campus to smoke if necessary.

Area at back door for smokers at faculty meetings

Coaches locker room - then coaches supervise students in student locker rooms

Upset with certain behavior at faculty meetings.

Smoke-free area offices, faculty lunchroom.

Two places in a building this size doesn't seem overly tolerant.

When they stop chewing and spitting into fountains and on floors, I'll quit smoking...as I think I should be able to smoke anywhere the students moke or chew, which seems to be everywhere.

Cut out all smoking.

NON-SMOKER:

Need another area for smokers at meetings

No student smoking area
Disgrace: health problem

Separate areas at faculty meetings

Hope this issue doesn't divide the staff

257 smoke-free during lunch. 4a-4b Lunch. Best use of facility

Ask smokers to refrain or leave yourself.

Do we have the right to dictate others' habits? Is it a law?

Non-smokers should have as nice a lounge as smokers.

How about a designated area in room, or smokeless ashtrays?

NO SMOKING in building

Good fan for 257. Students knocked down by smoke.

NO SMOKING during lunch
NO SMOKING in work areas

Have them supervise smokers alley

We need a smoke-free environment

Smoking presently takes place in many other areas including dept. offices. Should be prohibited

Offer quit smoking clinics for students and faculty.

Better ventilation for smoking areas so teachers and students don't have to smell smoke.

Room not free during planning; need an area smoke free to work in.

Better, or some, ventilation in custodian room.

Smoke free....where would enforcement end....should also be chew, pop, and gum free.

## Appendix I

## FAC Recommendation on Smoking Policy
January 1988

MEMO

TO: THS STAFF

FROM: PRINCIPAL

RE: FAC SMOKING RECOMMENDATION

DATE: JANUARY 26, 1988

After several months of study, the Staff Advisory Council has made a recommendation to limit smoking in the building.

While it is understood that this recommendation has not been met with full approval by all those concerned, it seems to be the best solution for the time being.

Starting on Monday, February 1, 1988 this new policy will go into effect on a trial basis for a period of six weeks. At the end of six weeks the policy will be re-evaluated.

The general rules of this policy are as follows:

1. The cafeteria break-room in the kitchen, the lounge in the vocational building and the faculty lounge in room 257 are designated smoking areas.
2. The faculty lunchroom will remain a non-smoking area.
3. The custodial lounge will be designated as a non-smoking area from 7:00 a.m. until 4:00 p.m.

Your compliance with and support for this new policy will be appreciated.

Principal:gc

# Appendix J
# Data Documenting Unrest With THS Decision-Making Process
## October 1987-March 1988

A pattern of the unrest with the decision-making process emerged when faculty statements and comments in meetings and casual settings were compiled. Individually the comments may not be significant but there was a consistency in them which indicated the unrest with the decision-making process.

| Date | Setting | Statements and Comments |
|---|---|---|
| 10-17-87 | Faculty Advisory Council (FAC after this meeting) | Representative X reports that a faculty member was upset with the amount of effort that went into deciding about semester tests and the way the decision came down.<br>The representative reported that the same faculty member commented on morning faculty make-up meetings: "Where is democracy!" The representative said she sounded angry.<br>The representative asked the principal who made the decision to have the faculty meetings be non-smoking. Principal replied that he did.<br>Representative reported that the faculty member felt if a rationale had been given and an announcement made for the next meeting that it would have been better.<br>Representative Y states : "If what we do is superceded by what the district does, we should do nothing."<br>Representative Z states: "I think we need to gather data. I think we also need to look at how the decisions are made." (There is no response to this statement)<br>Representative X: "Let the district decide.....there are bigger issues to be considered."<br>Representative W: "Let's have the faculty vote." |

| Date | Setting | Statements and Comments |
|---|---|---|
| | | Representative Z: "I think we need more information."....group discusses; principal identifies he wants to know.<br>Principal: "Is this the issue then?... Thanks for the input." |
| 10-19-87 | Department Chair Meeting | Principal says to person taking notes: "Are you getting everything down?" Recorder: "I don't hear any consensus." (This observer had not heard consensus.) Principal: "Well, I think the consensus is that we figure out a way to do..." |
| 10-87 | Questionnaire | Comments:<br>.Decisions made vary from day to day as well as how they are made. A set method is never used, thus the ratings of this can never be accurate, but over generalized. Most decision making is produced and decided upon at the administration level. Thus, alot of decisions are made at this level due to ease and time, or to avoid further conflict. Although a lot of decisions are left up to the faculty as a whole, some important decisions are left up to "special" groups, ie. department heads, etc. Due to this fact the faculty can at times be undermined. It is hard to go against or disagree with the committee's views when they are backed by the administration and vice versa. Alot of the views and decisions are then based around this group, giving a feeling of "favoritism decision making." The opposite is also true. A simple task can be turned into a long nightmare due to "total involvement" in decision making. (Total agreement on the paper color of a program.)<br>.(next to question 1: an appropriate decision-making method is agreed upon before the group makes a decision) Generally true and things go well when the method agreed upon is followed to fruition. However, sometimes feed in to administrative decisions is encouraged and, then, seemingly disregarded (in the |

| | | |
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| | | teacher's perception) which creates cynicism in the staff. This is *not* true of Department Chairs, but, rather, a perception from the staff in general. (next to question 3: What decision methods are used most often) This is very difficult to answer; primarily because the decision-making process tends to be *inconsistent*. *Generally*, it works very democratically. However, occasional "executive decisions" keep many staff members resentful. As a department chair, I get more *communication* regarding the *reasoning* behind and *process* involved in those "executive decisions." Therefore, I almost always agree with those decisions. The rest of the staff doesn't often get that information; thus the griping results. There must be decisions made at the executive level or a building would be unable to function! However, the staff needs to understand *why* such decisions were considered and *why* they were rejected *and* the staff should be freely encouraged to comment, make suggestions, etc. if applicable. (If the building administration is *firm* on a decision, especially an unpopular one, it should be made clear that such is the case. I cannot imagine that such a situation would be commonplace, however.) Perhaps the "bottom line" is two-fold:<br>1.Teachers must feel that they and their opinions are respected. They must *never* be addressed in a condescending manner!<br>2.Communication must *genuinely* be two-way. |
| 10-28-87 | FAC Meeting | Reps read comments they've received from constituents on the notations in the minutes that FAC will study smoking areas at THS. "The smoking issue is a central office issue; not ours in the first place; send it back to them." "Drop the issue of smoking and get on to important things."<br>Y: I think this survey will solve some of the problem; people will voice their opinion on a survey...see the need. |

| | | |
|---|---|---|
| | | Principal: "The idea is just to gather some information..." To recorder: "Did you get that?"<br>Member asks, "Couldn't three be deleted?" Principal: No, I don't think so; the intent is to get some statistics.<br>Principal: I think we need to move quickly; when do you want to meet again?<br>Principal: Did you get that in the minutes?......Next meeting: Nov 11, we'll discuss results; make decisions Might all be a waste due to district committee." |
| 11-2-87 | Department Chair Meeting | DC1: "Are we seeking a recommendation?" This question was not answered.<br>Principal: "So, this group is saying we need to change our current policy; is that the consensus of the group?" A few members murmur. Principal moves on.<br>DC2: Reports on another issue, identifies the committee has two decisions to make. After discussion, DC3 says: "I move for Wednesday." Principal: "Let's do that." Everyone enters date in calendar. Principal:"Is there another decision?" Group discusses....Principal: Think about it. If you have some ideas get them to DC2. We'll submit three names. Any other comments?"<br>Principal shares that at the faculty meeting there will be a questionnaire. The FAC will tabulate and use that input to make a recommendation to him. |
| 11-12-87 | FAC | Discussion of toy and gift drive. R asks, "Why don't the department chairs handle this?" No response.<br>Principal to recorder: show in our minutes we strongly support; just talk it up; put in everyone's box. Say we discussed it and strongly support it.. |

| | | |
|---|---|---|
| | | The survey should give us more information....then next time we will meet to make a recommendation. Gee... a lot of time....<br>R brings up a comment on the survey.<br>Principal: If you participate in a survey, make a comment and it is not in the results, you kind of wonder.<br>X: "When is district making a decision?" Principal: I don't know...I guess it will go on for months. X: So whatever we do here is tentative; they may wipe us out. |
| 11-16-87 | Department Chair Meeting | DC2: "Whatever decision we make as department chairs we need to let the department members know so there's support and so they understand why it is being done." No discussion.<br>Principal: "....is that consensus?..." Three or four mumble. "Then shall we draft a statement?" "Ok, very good. Moving on to item five." |
| 11-18-87 | Key Informant interview | Faculty member concerned about the external team report. Term used: "whitewash" Feared this would mean problems would not be examined. Very concerned about the decision-making process. Discussion between key informant and faculty member focused on lack of identification of decision-making process before decisions are made. |
| 11-19-87 | Principal interview | Q: Is there a manual or a policy on decision-making in this district?<br>A: No<br>Q: What went into your decision about "the party on top of the mountain?"<br>A: There was drinking....long winding roads...late at night...not safe. Some still continue to go. Verbalized concerns to the faculty advisory committee that was active at that time. |
| 12-1-87 | Faculty Meeting | Principal advises faculty the FAC met and made a recommendation. It has not been acted on. If faculty |

| | | |
|---|---|---|
| | | would like to make some comment it should be made now...in front of whole staff. "Administratively we've not sat down...." |
| | | Teacher: "I'd like to know what they based this decision on; it certainly was not on the survey! What did they base it on?" |
| | | Principal: "Well, I think they did base it on the survey and input from staff. I didn't mean to put the council on the spot. Anyone want to respond to that?" |
| | | FAC members began to field the questions. One teacher said: "....the recommendation is a decision against the majority." |
| | | Faculty member made the following comment "Maybe we should open it to a vote instead of these darn surveys" |
| | | Comment by faculty member: "There are alot of other issues...more important....is this a smokescreen?" |
| | | Principal reminds faculty that they elected these representatives. ......Committee would be discussing recommendation further...*If* the recommendation is the same on Jan 13th he will act on it. "OK? Is that fair?" |
| 1-25-88 | Key Informant interview | A faculty member told the key informant that a member of FAC said the principal had over-ruled the committee and the decision was really the principal's decision. The committee wanted to put the smokers in the faculty lounge. |
| 1-28-88 | Principal Interview | Principal: "I am on the district committee on smoking. We surveyed the people; the people thought the survey was a referendum. Students, parents and faculty all thought they were just voting and the majority would rule." |
| | Key Informant Interview | Staff members are complaining. 85% of the staff said keep things the way they are; everyone is asking the |

| | | |
|---|---|---|
| | | question: why did the principal have a committee for this? |
| | Observation | Most of the conversation in the building seems to be about the smoking issue. |
| 2-10-88 | FAC Meeting | Remarks heard before the meeting:<br>"People are still not talking to me directly."<br>"Crucify the messenger!"<br><br>Paraphrase of principal's remarks:<br>On 1-13 this group focused on smoking. Modified the recommendation a bit in terms of the time frame. Trial basis. 6 weeks. I need to take responsibility; I did not clearly outline the process. I take responsibility for that. In the future I'll be more careful about that. I hope none of you got caught in the crossfire.<br><br>Representative Y: How we made the decision: "Looking at the survey we saw two major concerns; 80 percent bothered by smoke. I felt that was the major issue. The feedback I got was that the most important item on the questionnaire was 80 percent wanting no change."<br><br>Principal: "So, question three, we should have focused on this more."<br><br>Representative R: They say it is not right for a group of peers to make a decision that they would have to abide by.<br><br>Visitor H: "Rule being set by peers is resented. Was it a rule by peers or an administrative decision? If it was an administrative decision why wasn't it presented this way? If it was peers it was not appropriate. Why was the survey done? Why was the question about "no change" on there if the focus of the group was to find an area where there was to be change?"<br><br>Visitor J: Presents a petition with 64 names to rescind smoking decision. (See Appendix L) |

Visitor J: Discusses the survey, people's feelings. "There are two policy questions on that survey:

should there be a change
should there be smoke-free faculty meetings

The majority wanted smoke free faculty meetings; you followed that and no one has complained.......There's anger because people feel they were not represented....that's why we are here now so you hear...the feeling is that the decision was based on some people's personal belief; the input from the faculty was ignored. In response to Representative R's remark about peers, I heard, not right for peers to make a decision to over-ride our input."

Representative R: "The decision was not made on one or two questions. It was made on the overall survey."

Visitor H: "Two of the questions were policy questions; the others were informational. They should have been separated. Which are personal and which are policy."

Visitor J: "....you did something I didn't agree with. Staff is angry. Very angry. Very angry. A lot of anger. That's the topic of conversation. Factioning of the faculty. People hurting each other. You're dealing with that. I am sorry. I feel that if you don't look at that there will be more..."

Visitor H: "Our input was ignored."

Representative Y: "Is there an alternative? If we simply rescind the recommendation we've not achieved anything."

Visitor J: Concerned about how the committee members contacted the people they represent. If the committee decides to carry through with their decision they need to give the rationale for this decision to the faculty. Questions whether the committee members understand

| | | |
|---|---|---|
| | | the "process of representing and what that means."<br>Principal: "I think there's a great problem in not understanding the process; not necessarily this group. You're arguing that people in FAC should have polled people in particular planning periods....I'm not sure that it was ever clearly stated to this group that is their primary responsibility; that's one of the ways you can gather information. You're hitting pretty hard on this. They were never told to do this. It's a procedural problem in terms of the whole staff..."<br>Visitor J: "Why aren't we dealing with issues about kids; education instead of personal problems. This could be taken care of with clear communication." Principal suggests another survey. |
| 2-10-88 | Visit with Principal | Discussion of the pitfalls of a survey. |
| 2-15-88 | Letter from teacher | ".....I'd like to share some observations with you, for whatever they are worth. Maybe some that no one else has had the courage to communicate to you. As you know, I think the world of you as a person, and I admire nearly all of your administrative decisions except this last one...."<br>"Is it possible that the current decision was not well thought out so far as morale ramifications are concerned, or even health ones? |
| 2-17-88 | FAC | X has been sharing some thoughts. Principal says: "You're saying... District ought to recommend."<br>X: I don't know......there are more important things. From the very beginning I didn't like that we were leaning so heavily on this; spending so much time. |

X:....we've been struggling with the problem; the administration is dragging their feet. There will be an announcement from above; may contradict what we decide. Why don't we just wait?

Principal: I don't think the adminstration were dragging their feet; I mean, we started this in the Fall; we had over 7000 responses to process.

Z: In the beginning, I thought this would take care of itself; at this point we have to take a position........Sick of this...pettiness ...accusations ...behavior ...time to leave it. We've spent hours; survey. We all knew there was not a good solution before we started. Faculty should vote and then the administration should make decision.

2-24-88 FAC Meeting

Principal: "Last time we met there was a decision at the end of the meeting to develop a ballot; not a questionnaire. We need to carefully ask the questions, as Y said, we don't want this controversy to go on and on so we need to take time to carefully examine the questions."
X: "Let the city council decide."

Group discusses; principal points out it would probably just restrict smoking to designated areas so they would have the same problem. Group then discusses they want just two choices: yes, no.

Y: "Is the vote really going to establish the rule or is it going to be a survey?"

R: "I think we decided to go with a vote."

Informally told of how staff aren't following their recommendations anyway. X continues to want to leave it for the city council who will be deciding on a smoking policy for all public buildings. (Note: X's point of view has not changed from 10-17-87) Q and Z both want introductory statements. R wants everyone to recognize this is a vote and it is an absolute vote. Q thinks it is important to let people know the hundreds of hours the committee has spent on this.

M: "The ballot should come from you. The faculty should know that it is coming from you.

P: "Are you sure you want it to come from me?"

Y: "I think that it is fine that we make recommendations but faculty should know you are the one who is asking them to vote."

Z: "When they make a vote they want to know that the administration will act on on what the majority wants...if you could speak to that."

P: "If you are comfortable with that; fine. I see everybody is nodding their head."..........."Majority rule. Some of the signers aren't affected (since they have their own private area); do you want everyone to vote on this?" Basically they all agree that those who have their own area should not be polled.

Y: So, you'll list the two options. Do we need to clarify what the status quo was?

## Appendix K

## Letter Sent to THS Principal

Feb. 15 1988
Mon. a.m. 6:40

Dear __________,

A slight complication regarding your excellent suggestion that I seek refuge from the smokers by going to __E's______ room since I can't have my own. Unfortunately, ______G______ has a class in E's room during second period. So, I'm out of luck. Since I have an English meeting after school tonight and many academic obligations at present, I do not feel up to attending a 7:00 a.m. meeting tomorrow morning, but I'd like to share some observations with you, for whatever they are worth. Maybe some that no one else has had the courage to communicate to you. As you know, I think the world of you as a person, and I admire nearly all of your administrative decisions except this last one. I'll try to explain what I mean.

When the Justice Dept., during the Carter "regime", forced the splintering of A.T.&T. a common expression was heard (read) in the land: "If it ain't broke, don't fix it." I believe the same applies to the current smoking controversy. It was not "broke". The "fallout" is as follows: the smokers are angry with the non-smokers; the non-smokers are angry with the smokers. But more than with each other, everyone is angry with you.

After the purchase of the Norelco ashtrays, one faculty member whom you admire a great deal said to me: "In this building we are doing nothing to maintain health; instead, we are supporting addiction. What is anyone doing for us, the non-smokers?"

It is possible that the current decision was not well thought out, so far as morale ramifications are concerned or even health ones.
If an unpopular decision had to be made, a more prudent one might have been to ban indoor smoking entirely. At least 85% of the staff would have been happier. With the present situation, no one is happy. Even the smokers are complaining about the teacher's lounge being so smoky that it bothers them, and that the place reeks of stale smoke in the carpet, the upholstery, etc.

Please feel free to share my remarks with the Faculty Advisory Committee.

Respectfully,

## Appendix L

## Smoking Petition

We, the undersigned, protest the arbitrary decision made by the nine members of the Staff Advisory Council to change smoking areas for adults in the school building.

On the survey prepared and administered by the Staff Advisory Council, 63% of the staff responded "NO" to the policy question on the survey, "Should there be a change in smoking areas?"

Since the Staff Advisory Council ignored the wishes of its constituents, we believe the decision made by a small minority should be rescinded immediately.

Note: 64 signatures, included three substitutes and 29 support staff.

## Appendix M

## Smoking Policy Ballot

TO: THS Staff
FROM: Principal
RE: Smoking Policy
DATE: March 2, 1988

On Monday, February 1, 1988 the new smoking policy was put into effect on a trial basis. It is now time to evaluate that policy. The Staff Advisory Council has recommended that a vote of the entire staff be conducted to determine if this policy will be continued.

Please realize that the District Tobacco Products Committee as well as the Casper City Council are also studying this issue and could enact a rule that could change our building policy.

Please mark your preference on the ballot below and place in my mailbox in the Copy Center by 12:00 on Friday, March 4.

* * * * * * * * * * *

SMOKING POLICY BALLOT:

The smoking policy that was implemented on February 1st was as follows:

1. The cafeteria breakroom in the kitchen, the lounge in the vocational building and the faculty lounge in Room 257 are designated smoking areas.
2. The faculty lunchroom will remain a non-smoking area.
3. The custodial lounge will be designated as a non-smoking area from 7:00 am until 4:00 pm.

____ The policy that was enacted on February 1 on a trial basis at
____ THS should be rescinded.

____ The policy that was enacted on February 1 on a trial basis at
____ THS should be continued.

* * * * * * * * * * * *

The faculty lunchroom and faculty meetings will continue to be smoke free.

## Appendix N

## Smoking Policy Ballot Results

TO: THS Faculty and Staff
FROM: Principal
RE: Smoking Policy Ballot
DATE: March 9, 1988

The results of the smoking policy are as follows:

62 The policy that was enacted on February 1 on a trial basis at THS should be rescinded.

34 The policy that was enacted on February 1 on a trial basis at THS should be continued.

Based on the vote of the faculty and staff; we will return to the original smoking policy in the building. In other words, faculty and staff members may smoke in room 257, the custodian lounge, the kitchen breakroom and the vocational lounge. Smoking in the faculty lunchroom and during faculty meetings is prohibited.

This policy will be effective Monday, March 14, 1988 and will remain in effect until further notice.

## Appendix O

## Role of Department Chairs at THS

| Date | Setting | Statement or Comment |
|---|---|---|
| 10-19-87 | Department Chairs | "I asked you to go back to your department and find out what kind of grading system we are using so I can take that to the district meeting." |
| 11-2-87 | Department Chairs | Tells department chairs that they are to be available at 7:15 a.m. to show the visiting team around; if someone cannot be there that person is to arrange for someone within their department to cover for them.<br>Some teachers have covered their windows with paper. The principal wants the paper off for the external team's visit. "Unless you have someone loudly protesting, I'm going to ask you to remove them." One person asks the principal if he is going to take care of it.<br>Principal replies: "Why don't you take care of it in your own department?"<br>Person taking notes asks if it would be possible to devote the time in department chair meetings to items that aren't duplicated in faculty meetings or the minutes of other committees. Principal: "There are times when I put something on here for this meeting to you a chance to have some input. It is very difficult for me to have a thoughtful discussion with other people if I don't have your input. It also is a chance for me to bounce an idea off and if there is a problem to fix it before we get into a twenty minute discussion with the faculty"<br>A different person: "A lot of times we want to go back to our departments about some of these things...to our department members; might be wiser to have these meetings a week before instead of the day before."<br>"Sometimes I want you to hear some information or be part of decision-making process." |

| | | |
|---|---|---|
| | | "Department Chairs are leaders of the building" |
| 11-16-87 | Department Chairs | Principal relays that he thought about what had been said the last time about duplication of information and basically agreed with them.<br>"Sometimes, though I want you to hear some information or be part of a decision-making process and maybe we will talk about it at the faculty meeting but I think as Department Chairmen and as leaders of the building, you need to hear about these things sometimes ahead of time and if there's some input...sometimes we may be just thinking about saying or doing something and we'd rely on you to say that's a good idea or that really stinks and these are the reasons why and that might save us an hour of discussion in a faculty meeting...a five minute just bouncing the idea around.....If there are things you need to get back to your department about, I will try to have them in "off" meetings. |
| 11-19-87 | Interview with Principal | Question: What are your expectations of Department Chairs?<br>Principal: " Department chairs are experts in the field. They share their expertise with other members in the department. In our district, department chairs are treated as teachers only; they have nothing to do with evaluation and supervision of staff.....I've tried to increase the importance of this position; Instructional Cabinet kind of thing. They are conduits of information to staff and sounding boards for issues that I want some decisions on. In our district, the decision of who will be department chair is not made by the administration."<br>Questions: Do you train department chairs?<br>Principal: No. |

## Appendix P

## Role Identification
## FAC at THS, 1987-88

**10-17-87 FAC**

Principal:...all faculty are welcome...you were elected by your planning group...your primary role is...your role is to gather the concerns and issues...you'll have somewhat of a political responsibility as you decide whether you should share who brought it up. Sometimes we won't need to know and sometimes it would be helpful to know where it is coming from. You will have to decide.

Representative Z's comment, "I think we need to look at how the decisions are made," is ignored.

Principal: We should approach thoroughly; not slowly. We may be talking about this at the next meeting. I'd think that you might want to visit with faculty informally. Feel free to invite anyone to the next meeting.

**10-28-87 FAC**

Reps read comments they've received from constituents on the notations in the minutes that Fac will study smoking areas at THS. "The smoking issue is a central office issue; not ours in the first place; send it back to them." "Drop the issue of smoking and get on to important things."

Principal: Did you get that in the minutes?......Next meeting: Nov 11, we'll discuss results; make decisions; might all be a waste due to district committee."

One of the representatives brings us the issue of weighted grades for honors classes. After an extensive discussion, the principal says the issue is more appropriate for the department chairs.

**11-12-87 FAC**

Discussion of toy and gift drive. R asks, "Why don't the department chairs handle this?" No response.

Principal to recorder: show in our minutes we strongly support; just talk it up; put in everyone's box. Say we discussed it and strongly support it.

12-1-87
Faculty Meeting

Principal told the faculty the FAC had been working with the smoking issue. That all staff had been surveyed and they should have received a copy. The FAC had met and made a recommendation. It has not been acted on. If faculty would like to make some comment it should be made now...in front of the whole staff. Administrative action had not yet been taken.

Teacher: "I'd like to know what they based this decision on; it certainly was not on the survey! What did they base it on?"

Principal: "Well, I think they did base it on the survey and input from staff. I didn't mean to put the council on the spot. Anyone want to respond to that?"

Fac members began to field the questions.

One teacher said: "....the recommendation is a decision against the majority."

Faculty member made the following comment "Maybe we should open it to a vote instead of these darn surveys"

Comment by another faculty member: "There are alot of other issues... more important ....is this a smoke-screen?"

Principal reminds faculty that they elected these representatives....Committee would be discussing recommendation further...If the recommendation is the same on Jan 13th the principal will act on it. "OK? Is that fair?"

1-25-88 KI

C.C. told Key Informant (A) that a member of the Faculty Staff Advising Committee said the Principal had over-ruled the Committee and the decision was really the Principal's decision. The Committee wanted to put the smokers in the faculty lounge.

1-28-88 KI

Staff members complaining 85% of the staff said keep things the way they are - everyone asking the question: why did principal have a committee?

2-10-88
FAC

Visitor J presents a petition to have the smoking decision rescinded. (Appendix L)

Representative R: Not right for a group of peers to make a decision that they would have to abide by.

Visitor H: Rule being set by peers is resented. Was it a rule set by peers or an administrative decision. If it was an administrative decision why wasn't it presented this way? If it was peers it was not appropriate. Why was the survey done? Why was the Q about "no change" on there if the focus of the group was to find an area where there was to be change?

Visitor J: In response to Representative R's remark about peers - I heard, not right for peers to make a decision to over ride our input.

...... Concerned how Fac members had contacted members. Disparity as to how many people each of you represented. I went through - "Y had fourteen - tried. Some of you were diligent. "W" had seven to contact - of the seven, five signed the petition - I don't know where he got the information that this is what my planning period wanted.

Principal: You're arguing that people in Fac should have polled people in particular planning period. I'm not sure that it was ever clearly stated to this group that is their primary responsibility - that's one of the ways you can gather information. You're hitting pretty hard on this -they were never told to do this - it's a procedure problem in terms of the whole staff.... It's not like they weren't doing their job as clearly outlined because it wasn't clearly outlined. This council - very active when you were on it didn't meet much last year. I'm going to accept responsibility for that lack of understanding with the whole staff, but I think your comments are very appropriate. Ok?

Visitor J: I think, if that's the case, that needs to be conveyed to the staff. Because they really feel this is a group who would be kind of like a negotiations team with you - the administration - concerns the staff have what should we do about it. Not that we elected someone (and they tried to convince someone of their point of view). They were to represent us and that is a big misconception in this staff - not only the survey.

Visitor J: Discusses the survey, people's feelings. "There are two policy questions on that survey: should there be a change and should there be smoke-free faculty meetings . The majority wanted smoke free faculty meetings; you followed that and no one has complained......There's anger because people feel

| | | |
|---|---|---|
| | | they were not represented....that's why we are here now so you hear...the feeling is that the decision was based on some people's personal belief; the input from the faculty was ignored. In response to Representative R's remark about peers, I heard, not right for peers to make a decision to over-ride our input." |
| 2-15-88 | Letter | A letter was sent to the principal with permission to share the letter with the FAC. The letter was focused on the negative impact of the smoking decision. (Appendix K) |
| 2-17-88 | FAC | X had been sharing some thoughts. Principal says: "You're saying... District ought to recommend."<br>X: I don't know......there are more important things. From the very beginning I didn't like that we were leaning so heavily on this; spending so much time.<br>X:....we've been struggling with the problem; the administration is dragging their feet. There will be an announcement from above; may contradict what we decide. Why don't we just wait?<br>Principal: I don't think the adminstration were dragging their feet; I mean, we started this in the Fall; we had over 7000 responses to process.<br>Z: In the beginning, I thought this would take care of itself; at this point we have to take a position........Sick of this...pettiness ...accusations ...behavior ...time to leave it. We've spent hours; survey. We all knew there was not a good solution before we started. Faculty should vote and then the administration should make the decision.<br>A visitor to Fac stated the faculty thought they had voted on the survey.<br>A Fac member identified three times that the faculty must understand the administration was requesting the vote and that after the vote the administration would make the decision.<br>A Fac member asked who brought the agenda item in the first place. The question was ignored. |
| 2-24-88 | FAC | Principal: "Last time we met there was a decision at the end of the meeting to develop a ballot; not a questionnaire. We need to carefully ask |

the questions, as Y said, we don't want this controversy to go on and on so we need to take time to carefully examine the questions."

X: "Let the city council decide."

Group discusses; principal points out it would probably just restrict smoking to designated areas so they would have the same problem. Group then discusses that they want just two choices: yes, no.

Y: "Is the vote really going to establish the rule or is it going to be a survey?"

R: "I think we decided to go with a vote."

Informally told of how staff aren't following their recommendations anyway. X continues to want to leave it for the city council who will be deciding on a smoking policy for all public buildings. (Note: X's point of view has not changed from 10-17-87) Q and Z both want introductory statements. R wants everyone to recognize this is a vote and it is an absolute vote. Q thinks it is important to let people know the hundreds of hours the committee has spent on this.

M: "The ballot should come from you (Principal). The faculty should know that it is coming from you."

P: "Are you sure you want it to come from me?"

Y: "I think that it is fine that we make recommendations but faculty should know you are the one who is asking them to vote."

Z: "When they make a vote they want to know that the administration will act on what the majority wants...if you could speak to that."

P: "If you are comfortable with that; fine. I see everybody is nodding their head."..........."Majority rule. Some of the signers aren't affected (since they have their own private area); do you want everyone to vote on this?"

They all agree that those who have their own area should not be polled.
Y: So, you'll list the two options. Do we need to clarify what the status quo was?

5-25-88 FAC Recommended designated smoking areas.

## Appendix Q

## District Level Smoking Survey

During the first few months of 1988, all the employees of the district were requested to complete an employee survey. "The Board of Trustees is currently studying the issue of tobacco usage. As part of this study, this survey has been designed to seek the viewpoint of the District's employees."

There were eight questions on the characteristics of the respondent's job classification and the use of tobacco. There were 24 opinion questions for which the respondent was asked to select A: strongly agree, B: agree, C: no opinion, D: disagree or E: strongly disagree. Some respondents added comments. The comments added by employees working at THS High School are listed below.

1. Non-smoker. I think designating the only nice, convenient comfortable lounge we have at THS as the smoking area is unfair to the 86 non-smokers in the building.

2. Non-smoker. This survey requires at least 15 minutes per employee. Man-hours required district wide: 300 hours plus. Survey cost of employee time alone is $4500.00 plus.

3. Non-smoker. Will the school board and administrators enforce the "no smoking" rules by suspensions and expulsions?

4. Smoker. Question 8: "A ban of tobacco products supports what is taught in the science/health classes." A ban is not taught; the hazards are. Therefore, this question would be easy to misunderstand and should be deleted as misleading and thus invalid.

5. Smoker. Question 16: "Claims by the tobacco industry that tobacco usage is not harmful are accurate." Effects of passive smoke are not complete. No studies have been done about the effects in the work place. All, including the Surgeon General's report, concern effects in the home: on all the time exposure in a small, non-ventilated area. No research has been done to show effects in large ventilated work lounges where there is a small time of exposure!

6. Questions 21: "A ban on tobacco usage should be limited to students only." 22: " A ban on tobacco usage should be limited to employees and students." 23: "A ban on tobacco usage should include all employees, students, and visitors." Assume a ban. Therefore a positive or negative reaction to these is in effect an acceptance of a ban! I'm appalled at the subversive use of semantics in this survey! I assume research has show that teacher's smoking really effects their ability to teach adversely or this wouldn't be being done. Where is it?

## Appendix R

## Acceptance of FAC Decisions, 1987-88

| Date | Decisions | Accepted | Not Accepted |
|---|---|---|---|
| 10/14/87 | Form a committee to study smoking | | x<br>(see comments: 10/28/87) |
| | Develop a survey re: smoking | | x<br>(see minutes: 2/10/88 and Faculty meeting notes on 12/1/87) |
| 10/28/87 | Form a committee to work on social activities. | x | |
| | Questionnaire concerning smoking issue designed; to be presented to faculty 11/3/87 | | x<br>(see 2/10/89 and faculty minutes: 12/1/87) |
| 11/12/87 | Toy and gift drive supported | x | |
| | Questionnaire results to be distributed to faculty | | x<br>(see faculty minutes: 12/1/87) |
| 1/13/88 | No smoking recommendation will take effect 1/25/88 | | x<br>(see comments on 2/10/88....and the petition) |
| | Place a microwave oven in downstairs faculty lunch room | x | |

| Date | Decisions | Accepted | Not Accepted |
|---|---|---|---|
| 1/26/88 | FAC recommendation | | x<br>(see comments on 2/10/88....and the petition) |
| 2/10/88 | No decisions | | |
| 2/17/88 | Place issue to a vote of the staff | x | |
| | Post minutes as well as distribute them | x | |
| 2/22/88 | Decided ballot must come from administration | x | |
| 3/16/88 | Support district wide xmas party | x | |
| | Staff social to be held on 3/23/88; food and beverage to be provided by FAC | x | |
| 4/20/88 | No decisions | | |
| 5/25/88 | Designated smoking areas | x | |
| | | 9 | 6 |

# Appendix S
## Department Chair Job Description
## 1987-88 and 1988-89

1987-88
### THE DEPARTMENT CHAIRMAN

The primary function of those who chair departments is to improve instruction at the local school level. Their responsibilities may be categorized in three areas; coordination within the department, selection and improvement of staff, and curriculum planning. Specific duties depend on the situation but often include those listed below:

1. Organizes, plans and conducts regular departmental meetings. (Minutes of each meeting will be submitted to the building principal.)
2. Assists in the development of class schedules and assignment of personnel.
3. Assists in budget preparation and requisition of material.
4. Organizes procedures for care and use of materials, supplies, and equipment.
5. Interprets departmental program to students, parents, and other members of the community.
6. Cooperates with counselors by recommending placement of students.
7. Participates in interviewing, selecting, and orienting department personnel.
8. Helps teachers improve their performance by observing their teaching and conferring with them.
9. Helps provide for professional growth of department staff members by planning in-service activities including opportunities for exchange of ideas.
10. Keeps informed about research and trends by attending professional meetings and reading professional literature.
11. Helps define department goals and objectives in relationship to district and building goals.
12. Conducts continuous evaluation of department offerings and materials.
13. Assists in the preparation of the Enrollment Guide.
14. Attends scheduled department chairmen meetings.
15. All other duties which may be assigned.

1988-89

## THE DEPARTMENT CHAIRMAN

The primary function of those who chair departments is to improve instruction at the local school level. Their responsibilities may be categorized in three areas; coordination within the department, selection and improvement of staff, and curriculum planning. Specific duties depend on the situation but often include those listed below:

1. Organizes, plans and conducts regular departmental meetings. (Minutes of each meeting will be submitted to the building principal.)
2.* Provides feedback to the building administration and assists in the decision-making process at department chairmen meetings chaired by the principal.
3. Assists in the development of class schedules and assignment of personnel.
4. Assists in budget preparation and requisition of material.
5. Organizes procedures for care and use of materials, supplies, and equipment.
6. Interprets departmental program to students, parents, and other members of the community.
7. Cooperates with counselors by recommending placement of students.
8. Participates in interviewing, selecting, and orienting department personnel.
9. Helps teachers improve their performance by observing their teaching and conferring with them.
10. Helps provide for professional growth of department staff members by planning in-service activities including opportunities for exchange of ideas.
11. Keeps informed about research and trends by attending professional meetings and reading professional literature.
12. Helps define department goals and objectives in relationship to district and building goals.
13. Conducts continuous evaluation of department offerings and materials.
14. Assists in the preparation of the Enrollment Guide.
15. Attends scheduled department chairmen meetings.
16. All other duties which may be assigned.

* Not in the 1987-88 Handbook

## Appendix T

### Goals and Roles Responses
### September 1988

| Item | Date | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Sept 16 | | | | | Sept 19 | | | | |
| | Not True | | Very True | | | Not True | | Very True | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1.The overall purpose of the group is clear to everyone | | 3 | 3 | 6 | 1 | 1 | 6 | 4 | 3 | |
| 2.Specific objectives are well defined | | 3 | 7 | 3 | | 2 | 3 | 7 | 1 | 1 |
| Examples: 9-16-88 Usually an agenda is printed | | | | | | | | | | |
| 3.Necessary action steps are identified* | 1 | 1 | 7 | 3 | | 1 | 5 | 7 | 1 | |
| 4.An appropriate sequence of activities is established | | 3 | 5 | 5 | | 1 | 4 | 7 | 1 | 1 |
| 5.Individual members are clear about their responsibilities | | 3 | 2 | 8 | | 1 | 3 | 6 | 4 | |
| 6.Standards for quality and effectiveness are understood by everyone. | | 4 | 5 | 2 | 2 | 1 | 3 | 7 | 3 | |
| 7.Goals are challenging but attainable | 1 | | 2 | 9 | 1 | 1 | 1 | 7 | 4 | 1 |
| Examples: 9-16-88 Usually | | | | | | | | | | |
| 8.Reasonable time boundaries/ deadlines are clear | 1 | 3 | 5 | 4 | | 1 | 3 | 3 | 5 | 2 |
| Examples: 9-19-88 Often we are forced to make hasty decisions because of outside constraints. | | | | | | | | | | |
| 9.All members seem committed to the group's goals. | 1 | 4 | 4 | 3 | 1 | 1 | 4 | 5 | 4 | |

Appendix T contd.

10.What are the goals of this group?

September 16, 1988 Responses

.1.General decision-making/administrative
 2.Communication among departments with administration

.Have only attended one meeting.

.The primary function of department chairs is to channel information up and down the structure. I didn't think we were primarily decision-making body.

. 1.Communication
  2.Aid in faculty decisions
  3.Assist in school chores

.To support the educational processes of the school and to enhance the communication between administration and faculty.

.To work with the administrators to provide quality education for THS students.
     1.Curricular decisions
     2.Aid with operation of school
     3.To act as a leader in the specific departments

September 19, 1988 Responses

.Make decisions on behalf of department and faculty where large group would not be feasible. Disseminate information to department. Carry back to group concerns, thoughts and ideas of department.

.Provide input to the administration on policies and practices. Share information with our department.

.Carry out and implement administrative policy within each department.

.To assist in the making of decisions made for the school on procedures, directions and to help implement decisions.

.Goals need to be defined in writing for all members of group.

.Need to be defined and established; need clarification. 1.)To provide input for decision making; 2) to allow for communication between administration and department. (Last two are as I see it....not that I know these to be the goals.)

.1.Communication: to and from departments and administration and among departments.

Appendix T contd.

2.Input/participation into and in administrative/curricular decisions.

.Relay information, tasks and problems to and from departments to and from administration. To represent and relay desires and needs of each department.

.Confused! It seems that mainly we are presented with an agenda; we are given information before general faculty meeting; that's about it. I don't feel that we function as a group...or are asked to....in problem solving.

.1. Listen to directives from principal and pass them on to department.

2. Give principals advice on subjects they bring up.

.Provide curriculum support. Participate in building decision making, function as "communicator" between faculty and administration, develop instructional program.

.To keep the ship afloat

.(Principal) 1. Provide input to principal
2.Disseminate information to other members of the department
3.Represent department concerns to the group
4.Act as sounding board for the principal.

## Appendix U

## Alignment Between FAC Role Identification and Expectations, 1987-88

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| 10-17-87<br>FAC | .Principal: Primary role is to gather concerns of those you represent | x | |
| | .FAC member asks: How will FAC make decisions? No answer | | x |
| 10-28-87<br>FAC | .FAC member comments smoking issue belongs to Central Office | | x |
| | .Principal: next meeting we will discuss results of survey and make a decision. Might be a waste due to District Committee making a decision | | x |
| | .After a lengthy discussion on weighted grades for honors class, Principal says the issue belongs with DC's | | x |
| 11-12-87<br>FAC | .FAC member questions why DC's not handling toy/gift drive. No response | | x |
| | .Principal tells recorder to indicate in minutes FAC supported drive; In fact, they hadn't | | x |
| 12-1-87<br>Faculty Meeting | .Faculty member questioned basis of FAC decision | | x |
| | ."Vote would be better than a durn survey!" | | x |
| | .Principal says FAC decided | | x |
| | .FAC should make recommendations | x | |

Appendix U contd.

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| 12-1-87 Faculty Meeting | .Administration has final say | x | |
| | .Represent staff | x | |
| 1-25-88 Key Informant | .Principal had over-ruled the committee | | x |
| 1-28-88 Key Informant | .Staff members complaining: survey 85%, keep as is | | x |
| | .why have a committee? | | x |
| 2-10-88 FAC | .Petition protesting how FAC made decision | | x |
| | .Do FAC know what representative means? | | x |
| | .Do not make policy decisions | | x |
| | .Do not make decisions based on personal agenda | | x |
| | .Whose decision was it? | | x |
| 2-15-88 | .Letter about negative impact of decision | | x |
| 2-17-88 FAC | .Faculty thought they had voted on survey | | x |
| | .FAC members identified the faculty must understand administration requesting the vote. After vote, administration would make decision | x | |
| | .Decision will be announced from above | | x |
| | .Who brought the agenda item? | | x |
| 2-24-88 FAC | .Faculty vote on issue | x | |
| | .Members want it clear coming from administration and would be implemented. | x | |
| 5-25-88 FAC | .Designated smoking area | x | |
| | | 8 | 21 |

## Appendix V

## Department Chair Evaluation of Five to Fist, Agenda and Timer

February, 1989

1. What do you like best about using:

### a. Five to fist:

.It is quick and convenient. You can see at once each member's reaction.
.Helps me know how people feel about an issue under discussion. It allows greater amount of input from all. It builds support for whatever decision is ultimately reached.
.Quick.
.1. expediency in knowing where people stand
 2. strength of feeling
 3. easiness in using.
.It seems to get the decision made faster. If we agree we do not go on about it.
.It is easy to see where we all are as far as decision making is concerned.
.Speed; symbolism, lack of verbal checking.
.Overt display of opinion or position for every member.
.Understandable. Saves time.
.Everyone must vote: there does not have to be total agreement within the group.
.Good way to observe commitment and/or discomfort of individual members regarding decision.
.Everyone must take a stake in what is happening and "voice" an opinion within the group. People must stay on task (relatively) and participate.
.Allows for a degree of acceptance or disagreement to be expressed.

### b. The agenda format:

.It shows organization, purpose, and planning. It makes everyone aware of goals and objectives.
.It forces me to look at goals for a meeting. It makes me more realistic in planning agenda, time alloted. The time element helps move the meeting.
.Everything is defined, not too much chance to dally around.
.1. Structuring provided, 2. pre-setting of topics to be discussed.
.It tells whether or not a decision needs to be made, or if the item is for information, etc. It also tells who is responsible for the item.
.It helps keep us on the subject matter and off tangents.
.Continuity, process.
.Keeps us within realm of reasonable organization.
.Adds to organization, can save time.
.Allows for coverage of all subjects and gives a time frame for topic.
.Helps make productive meeting time
.Clearly lays out an organized plan for the meeting
.You can be prepared for the issues

Appendix V contd.

c. The Timer:

.By knowing it was running it helped to keep us on topic.
.Makes people conscious of the time element.
.If we would follow the time frame it would be excellent.
.Could be an effective control devise.
.It helps keep people on task.
.The timer does help us to sum up more quickly on decisions that might be prolonged or side tracked, if there was no time limit.
.Nothing - gives us time to check whether this is best continued.
.It limits - no openness.
.Management. Time allotted will get more appropriate.
.Sometimes does not allow enough time to cover subject: most people try to keep within the time.
.Sets limits on too much "birdwalking"
.Makes group aware of time being spent on issues
.Alerts individuals to be aware of the time consumption on an issue

2. What did you like least about using:

a. Five to fist:

.Nothing - I think it's great.
.In some cases it is too easy. Sometimes it might be more beneficial to urge people to respond verbally - make them respond.
.No problem.
.Sometimes it seems to slow us down. We should be able to do this more quickly with less disruption.
.Nothing - it gives us good consensus of where we are.
.Peer pressure.
.Really no objections.
.Overuse makes it seem less like a decision-making model
.It seems like we are showing hands an awful lot, but I think it's probably needed.

b. The agenda format:
.Fine.
.Forces me to be more organized!
.A person doesn't have much of a chance to introduce topics at the meeting - we have a time period at the end of the meeting to introduce new problem areas, however most folks are reluctant at that late hour.
.1. Hard to follow at times - could be simplified
2. Not broken down into areas of concern
3. Should be developed earlier so that appropriate study can take place.
.The time frames are usually unrealistic. It is hard to predict how much time a certain topic will take.
.Nothing - it keeps us moving forward and we are more apt to stay on the subject.
.Nothing.

Appendix V contd.

b. The agenda format contd:

.No regular group input before meetings, but I think or feel most suggestions would be taken.
.Best if available ahead of time, chance to develop it advisable.
.Nothing! An absolute necessity
.I like it.

c. The Timer:

.Fine.
.We do not pay attention or maybe we are not realistic on amount of time allowed for each topic.
.1. Has been ignored most often
2. Timelines should be adhered to
3. Sometimes some discussions ramble on too much.
.We usually ignore what the timer means when it goes off. We just go on anyway.
.A sense of frustration if the item needed more discussion unless the person in charge allowed more time where it was clearly evident, more was needed.
.The noise.
.Never have liked, alarms, bells. Really just the intrusive noise or sound, not limits or boundaries.
.Not followed in some cases, no agreement to extend time.
.Some people do not pay attention to the timer.
.I just object to the sound.
.It's frustrating, sometimes to have it go off, but, that's part of being responsible for and to time.
.Possibly curtails discussion on a given issue.

3. Comments about participating in this project:

.The group has become far more efficient in dealing with issues. We now have more chairmen taking part in discussion and I feel better decisions are being made. I feel the morale of the group is higher.
.I enjoyed working with this project, however I don't feel I have gained or grown in the group.
.It has had a great deal of spin-off into other groups I work with.
.I was skeptical at first, but the results proved very satisfactory. We work as a close knit group now.
.It has raised my respect for and comfort level in the group. In addition, I have valued my role as Dept. Chairman more.
.I think the group feels the equality of the system is to our benefit.
.The potential for leaving a meeting frustrated or stifled has been greatly reduced.
.Provides another approach to group work and leadership.
.I have learned a lot about the group process and how it works, now if I apply it.
.I learned a great deal. Thank you.

# Appendix W
# Results from Group Development Stage Analysis
September 19, 1988

| The current developmental level of the Department Chairs as a group is: | The current leadership style being used is: |
|---|---|
| GDS 2/3 | S1 |
| GDS 3/2 | S1 |
| GDS 3/4 | S2 |
| GDS 3/2 | S1 |
| GDS 3/2 | S2 |
| GDS 3/2 | S1 |
| GDS 4 | S3 |
| GDS 2 | S3 |
| GDS 1/2 | S2 |
| GDS 3/2 | S3/S4 |
| GDS 3/4 | S3 |
| GDS 2/3 | S2 |
| GDS 1/2 | S1 |
| GDS 3 | S3 |

## Appendix X

## Faculty Handbook: Channels of Authority

### JOB DESCRIPTIONS

### DIVISION OF ADMINISTRATIVE RESPONSIBILITY

A "Principal Team" concept will be utilized at Natrona County High School. This team is composed of the building principal and the vice-principals. The "Principal Team" will function under the following guidelines:

1. The principal team is responsible for all activities taking place within the school.
2. Individual members of the principal team are responsible to a member of the superintendency team for particular functions as noted in the following job descriptions.
3. The principal team will perform administrative duties in an efficient and accurate manner.
4. All staff members are expected to follow channels of authority without being denied access to the head principal or Central Service personnel when appropriate.
5. The principal team concept will foster a climate which encourages initiative, decision making and action by members of the team.
6. Information concerning each building administrative area of responsibility, authority, and accountability will be communicated to the building personnel.

# Appendix Y
THS Faculty Handbook
Teacher Job Description
1987-88

## THE ROLE OF THE TEACHER

The teacher shall:

1. Teach effectively within the framework of the philosophy of the school system; this is his major responsibility.
2. Implement the appropriate sections of the master contract, Board of Trustees policy, school system policy, individual school policy, and department policy.
3. Sponsor extra-curricular activities in order to promote the development of pupils.
4. Cooperate in the budget development of the department and/or the school.
5. Cooperate in the development of curriculum in the school system and with the school and/or department.
6. Be sensitive to the total school situation .
7. Cooperate in the overall student control and supervision.
8. Be available during the working day for students to consult with him.
9. Supervise at all times his classes. When a unique or emergency situation mandates his not supervising the class, he is to make sure that arrangements are made to provide proper supervision.
10. Cooperate in the care of school property.
11. Accept responsibility for the keeping of records and making of reports.
12. Cooperate with substitute teachers by providing aides as listed on page 36 of the Board Policy Handbook.

## Appendix Z

## Agenda Categories

AGENDA CATEGORY AGENDA ITEM

1.ACTION ITEM

If there is an action item on the agenda it indicates a decision is to be made.

2.TIME ALLOCATION

Clearly identify the amount of time to be allocated to the items. A timer is being used to signal when the time allocation has expired.

A study at the University of Wisconsin found that many crucial issues were decided by the factor of time running out.

3. GATHER PERSPECTIVE

When "Gather Perspective" is on the agenda, it identifies that the leader is in a listening mode and that group members are not making a decision.

4. INFORMATION ONLY

Signals that information will be shared.

5. PROBLEM SOLVING

Whenever possible, give Think Time ahead. Consider using small groups. Butcher paper or transparencies to report. Desire is for many possible solutions.

OTHER CATEGORIES:
- Good of the Order
- Closure
- Building Agenda
  - Agenda can rotate just like the minutes do.
- Other
- Socialize

## Appendix AA

## Administrative Regulation on Grading

ST-#9-87-88

TO: All Secondary School Principals

From: Superintendent

Subject: Administrative Regulation - Secondary Report Cards - #5124

Date: November 25, 1987

As you know, there has been some concern registered in regard to differences among our secondary schools in report card grades. As I told you at the last Secondary Principals' Meeting, I saw no problem with the percentage points which designate a particular letter grade and that I would be willing to write an administrative regulation that would serve as a point of reference for now and in the future. There were several other problems which need to be resolved so that we are standardized from school to school. Some of these concerns had been determined in the past, but never committed to a regulation.

The enclosed regulation speaks to percentage points and letter grades, permanent record card grades, pass/fail grades, and grades when a course is taken more than once. Please note that the terminology for letter grades (superior, above average, average, below average, failing) will differ somewhat for certain schools on the report cards and on handbooks for the present year. These are to be changed for the 1988-89 school year. I think the standardization is a good one and one that was needed. Also, there is a possibility that we may develop a philosophical statement prior to the end of the year that may be a guide to teachers in helping them establish their grades.

pc: Board of Trustees

## Appendix BB

### Excerpt: North Central Self-Study THS
### School Staff and Administration:
### Principal's Response to Report

### III. COMMUNITY RELATIONS

Specific Comments

#7 Guest editorials by Dr. ______________, Superintendent of Schools, and Mrs. ____________________ have appeared in the Casper Star Tribune in recent months concerning the financial crisis of the school district. In addition, the superintendent and assistant superintendent for finance have appeared on the local television show, "Report to Wyoming" to discuss financial affairs of the district. The building principal has prepared and distributed a packet of information concerning the financial needs of our schools. This information was used as a resource by community members to write letters of support to our state senators and representatives.

## Appendix CC

## Memo to FAC

From: Principal

Re: Faculty Advisory Council

Date: March 24, 1989

This memo is to inform you of several items. They are as follows:

1. Next meeting is scheduled for Wednesday, March 29 at 7:00a.m. in the conference room. We are going to go over your list of concerns and decide where to begin.

2. A comprehensive list of the faculty has been enclosed so you will be sure to know who you represent. This is especially important for our staff members who do not have a fixed planning period.

3. In-service as we have discussed, arrangements are being made for an in-service session on group decision-making with our consultant, Fran Mayeski.

Please arrange for a substitute with secretary for periods five and six on Thursday, March 30. This session will run from 1:00 to 4:00.

The assistant principals will also be involved in this session so I will be needed in the office. I am sorry I will not be able to participate in this training with you. I am convinced, however, that you will enjoy this in-service very much and that you will find it extremely valuable.

If you have any questions, please see me.

## Appendix DD
## Handouts and Evaluation: FAC
## March 1989

The information on stages of development as described on pages 73-78 of this document, including Lacoursiere's chart. Copies of Blanchard's Process Observer Form on Decision Making. (1986)

### Six Essentials to Include in a Training Program

1. Learn about group dynamics. What it is and how to observe it.
2. Develop the skill of flexibility
3. Recognize that a group is a living system; it has a personality and life of its own.
4. Understand stages of group development and recognize how these stages help to predict group behavior.
5. Function as participant observers and focus on the process as well as on the task. (Carew, 1987)

### Seven Steps in Group Dynamics to Yield Successful Outcomes

1. Defining purpose of group.
2. Determining whether to vote or not.
   (Five to Fist)
3. Eliminating barriers to analyzing and solving problems.
4. Defining the mission.
5. Providing information
6. Facilitating group passage through the "turning point".
7. Obtaining commitment to action.

(Cooper and Ploor, 1986)

### Four Characteristics to Distinguish Effective and Ineffective Groups

1. Effective groups examined and evaluated opinions and assumptions carefully and rigorously versus ineffective groups which accepted them without considering the validity.
2. Effective groups exhibited rigor in evaluating alternative choices versus ineffective groups which examined alternatives in a perfunctory manner.
3. Effective groups based decisions on accurate premises versus ineffective groups which used inaccurate or highly questionable premises.
4. Effective groups contain influential members who serve a facilitating role versus ineffective groups which include influential members that play an inhibitive role. (Hirokawa and Pace, 1983)

# Appendix DD contd.
## Handouts
## Decision Making Strategy: Five to Fist

Source: Slezak, James. Odyssey to Excellence. San Francisco, CA: Merritt Publishing Co, 1984.

A decision-making process that determines the degree of support within the group toward a given proposal.

Facilitator, leader, group member states the proposal, direction, issue and calls for "Five to Fist." Each member indicates how he or she feels about that proposal, direction, issue based on a scale of five to fist.

| | |
|---|---|
| 5 fingers | It is a great idea and I will be one of the leaders implementing it. |
| 4 fingers | It is a good idea and I will work for it. |
| 3 fingers | I am neutral and I will work for it. |
| 2 fingers | I do not agree but I will work for it. |
| 1 finger | I do not agree but I promise not to block it. |
| Fist | That is not a good idea, and I am going to block you if you try to implement it. |

(The following is from the book but modified to remove sexist language.)

Once everyone in the group has indicated how he or she feels, the leader should turn to any blocker and ask, "What part of our current proposal do you object to?" The reason for doing this is two-fold. One reason for having input into decision making is that often one individual can see a particular problem with the current decision that the rest of the group has not seen.

If that person holds up a fist, it is possible for the rest of the group to "see the light" and to compromise. Secondly, input is helpful because it places the responsibility or accountability where it rightfully belongs, with the person who has an objection. This forces that person to state openly to the rest of his or her colleagues exactly what is objected to and why. This reduces the possibility that the individual will object simply due to not feeling well that day, or because the person who proposed the idea is disliked.

The leader should know that to implement a decision, the group should have no fewer than 70 percent in the 3-5 category, as long as there are not 20 percent organized against that decision. The closer the three-to-five category comes to 80 percent, the better the chance for smooth implementation.

This process tells the leader where to allocate time. The greatest return will be realized if the leader spends the majority of time with the 3's and 4's.

Appendix DD contd.

## AGENDA FORMAT

| AGENDA CATEGORY | AGENDA ITEM |
|---|---|
| Team Building (5 min) | |
| Receive Perspective (RP) 5 Minutes | Relay feelings about being on FAC |
| Information (I)<br>(RP) 15 minutes | Guidelines on district parties<br>Relay feelings and thoughts |
| I and RP<br>5 minutes | FAC Lipham, University of Wisconsin<br>Most decisions made as a result of running out of time |
| Problem Solving (PS) and Possible Action (A)<br>20 minutes | Signal for Decision Making<br>Action Plan |
| Good of the Order<br>5 minutes | |
| Closure<br>5 minutes | Today we......<br>Next meeting will be |

## Evaluation FAC 3-30-89

1. What did you learn today?

- That groups do not always reflect the leader's opinion and that different levels of groups do happen. Too often we reach for the production level without realizing how to get there.
- Basic clarification of Lacoursiere's and Tuckman's models. I will use some of this new material in S.A.I.L. training. My confusion around leadership shifting with situations was alleviated.
- Insight into how groups interact, the roles of leaders and members. What to do if things "bog down".
- A good process for more effective group operations and leadership.
- Group dynamics - stages of group development, function of the leader, leadership, interrelationship between style and group development.
- That as a class group leader, I need to work on moving from coaching through supporting and onto delegating.
- The various styles of leadership, "Senoritis" and methods to inspire condition, Morale vs. accomplishment diagram, group dynamics, agenda information.
- The information on the leadership styles was most informative - I know that certain "elements" worked and others didn't, but it was helpful to be able to pin point what actually happens and why.

## Appendix DD contd
## Evaluation FAC 3-30-89

2. What did you like best about the day's training session?

- The leadership displayed in showing how different groups react and interact with proper leadership.
- Opportunity to share perspectives with others and opportunity to work slowly through important material. Situational Leadership II Model.
- It gave us a way to take a look at what we will be doing in decision making. It should help us to be more productive.
- Good group interaction.
- Informal atmosphere, a sense of security, the room away from teaching environment, sharing with neighbors.
- The variety of the day.
- Integrating leadership and group development. Refreshments.
- The presentation was excellent - information was given clearly.

3. What did you like least about today?

- All phases were very well presented and I found time passed with little diversion.
- Five to fist - ok but not tied to the stages of group development.
- I am not sure about the agenda format. I don't quite understand it.
- Liked it all.
- Nothing I can say.
- Much was a review of items. I'm not sure it will help our particular group. Maybe it will.
- Environment - cold room.
- Missing two periods of class.

4. Comments:

- I wish that I would have been involved at a much earlier stage of my career rather than at the very end. I hope I can find applications in my retirement.
- Excellent inservice opportunity, thanks.
- Good job.
- Enjoyed presentation and will find it very useful in both classroom and in FAC meetings, thank you.
- Great class, Thanks.
- This course has given me some insight into various problems I've faced and also problems I've encountered in groups.

## Appendix EE

## Faculty Advisory Committee Minutes
March 1989 through May 1990

March 31, 1989
Lest you despair, this is to let you know that your committee is hard at work and meeting regularly. Our first meeting was Wednesday, March 15, 1989 before spring break. Principal, who chaired the meeting, set up the agenda format in order to enable us to work efficiently and productively. The majority of time spent in the first meeting was in "brainstorming," presenting those concerns we have heard you voice over the last year.

Upon our return from spring break the FAC group met again. The goal formulated for the meeting was to finalize our list of faculty concerns and prioritize them. The committee listed the eight items we felt were of the greatest importance. Individually we ranked the items from 1 to 8. The results were as follows:

1. Detention/cuts/elapsed time/general tardy problem/12 absence abuse.
2. 1st semester failures/options
3. Faculty unity/morale
4. Administrator support
5. School spirit/appropriate assembly behavior
6. Assigned parking for faculty
7. Smoking lounge
8. Quality of food in cafeteria

Now we need your input. What are your attitudes, feelings, reactions to these rankings and/or concerns? Please respond on the bottom of this memo and return it to the mailbox of your representative. If these problems aren't high on your list but something else is bugging you let us know. Our next meeting is Wednesday, April 12 so we would appreciate you reply ASAP! We want this to reflect your concerns. Only when we receive your input can we address these (and other) issues.

Reporting back soon, (All signed by periods)

April 12, 1989
Principal asked the committee if there were any changes suggested for the eight faculty concerns that have been prioritized in the previous meeting. These concerns are as follows.

1. Detention/cuts/elapsed time/general tardy problem/12 absence abuse.
2. 1st semester failures/options
3. Faculty unity/morale
4. Administrator support
5. School spirit/appropriate assembly behavior
6. Assigned parking for faculty
7. Smoking lounge
8. Quality of food in cafeteria

Appendix EE contd.

Some concerns brought to the committee were: Discipline should be included in concern #1; faculty and administrators should be united in disciplining students; crosswalk in front of the school is very dangerous and possibly a traffic signal could be installed; a maximum number of students mainstreamed back into the classroom without a transition period; graffiti on bulletin boards and in restrooms; a suggestion to remedy number 5 is to have faculty sit with students; tardy policy should be looked into; possibly have a salad bar; cheerleaders could be chosen from gymnastics class and follow the example of the UW cheerleaders; if there were better speakers and better sound system the students would not behave as badly in assemblies.

Discussion was held on whether to include discipline into number 1. It was decided solutions to number 1 would involve and include discipline. Also, discipline will be discussed when addressing number 4.

One concern at a time will be focused on starting at the top. Single issues have been added to the list and will be brought up in order.

Brainstorming on item number 1 included:
- Students are using (abusing) attendance policy to cut classes.
- Too many students in hallways after tardy bell rings.
- Too many cut detentions.
- Inconsistent exceptions to tardy policy
- Good stories can get the students 2 detentions instead of ISS when a detention is cut.
- Field trips - maximum number to be included into attendance policy.
- Lag time after student reaches 12?
- Lag time between not serving detentions and getting caught
- Tardy policy too lenient (20 minutes late - still a tardy)
- Teachers should be consistent with tardies
- Students need to clear absences with main office before class
- Teachers need to issue passes when student detained in their class
- Confusion over "Note Due" - How to handle?
- How accurate is computer system in recording absences?
- Attendance policy allows students to drop class with no academic penalty
- Clarification of process for notification of broken contracts.

The next FAC meeting will be Wednesday, April 19th at 7:00 a.m. in the Conference Room. Respectfully Submitted, 0

April 19, 1989

The group has identified the number one concern among teachers as being - detentions/cuts, elapsed time/general tardy problem/12 absence abuse. Brainstorming ideas had been discussed at the last FAC meeting in regards to this concern and the three ideas focused on at this meeting were:
1a. Students are using (abusing) attendance policy to cut classes.
1b. Too many students in hallways after tardy bell rings.
1c. Students need to clear absences with main office before class.

Appendix EE contd.

Different ideas were discussed to help the faculty deal with these problems. The following suggestions are :

- Loss of points (cumulative)
- Participation grade
- Don't give as much slack on tardies
- Pop quiz - short assignment
- Roll taking activity
- Check to see if the computer in the main office could be used to generate list/letters of unexcused absences.
- Contact parent for cuts.

There was some discussion on how faculty deals with marking and reporting tardies. O will bring a copy of his attendance seating chart which will be shared with the faculty. A few other techniques were shared:

- Have detention form where tardy students can fill out their own detention form.
- Have student sign-in sheet for students to sign when tardy.

The next meeting will be at 7:00 a.m. in the Conference Room on Wednesday, April 26. Assistant Principal will be sharing the 1987-88/1988-89 Attendance Period Comparison Report. He will define tardies and explain how students should check in when tardy.
Respectfully Submitted, T

May 3, 1989
H voiced an additional concern to be added to the list for consideration, should _________ nominate and sponsor someone for state teacher of the year award.
Assistant Principal attended the meeting to discuss the academic attendance policy. He explained the 1st Semester Absence by Period Comparison report. This report indicated a percentage of reduction of absences by 28.7%. He said that a report would be given to teachers at the beginning of next year with number of appeals, reasons for denials or reasons for appeals being granted.

Assistant Principal had made a flow chart of what happens with 6 absences, 9 absences, and 13 absences. He explained the process the administrators go through with these absences: (the minutes contained the outline of the entire process.)

Assistant Principal asked that the faculty please let administrators know when a student's absences are in excess after the 13 days. Also, he asked that all "A" (uncleared absences) on the daily attendance report be changed to indicate excused, unexcused, tardies, or error.

O has a concern regarding how consecutive absences are cleared on the daily attendance report. A student can be excused 1st day, uncleared 2nd

Appendix EE contd.

2nd day and excused on 3rd day. O asked if he should consider the student cleared for all three days. Assistant Principal said that he should be sent to the office to clear for the 2nd day.

Suggestions for teachers to encourage students to attend class: Weekly participation points, daily attendance points and pop quizzes. Principal said to be sure points were added and not taken away from the student.

Assistant Principal said that it is in the Faculty Handbook that if a student goes to class before clearing an absence and then goes to the office this should be counted as a tardy. He also said that if a student is unexcused from a study hall that is an ISS.

T suggested that the FAC send out messages to faculty periodically about the activities of the counsel.
Assistant Principal and a counselor will be invited to the next meeting to discuss 1st semester failures/options.
Respectfully Submitted, H

May 10, 1989
Assistant Principal and Counselor were invited to attend the meeting to talk about the #2 area of concern which is 1st semester failures/options.

K said there should be a way to counsel a student who is failing the 1st semester to possibly drop the class the 2nd semester. How do they have the base to pass the 2nd semester if they fail the 1st semester?

There was much discussion on why a student was placed in the class in the first place and where should the student be placed if he/she is taken out of the class they are failing.

Assistant Principal said that since the teacher has a greater contact with the failing student that possibly the teacher should counsel the student about the 2nd semester.

According to Counselor there are no provisions made structurally for failures. The various departments have not given the counseling office direction on where to go with failures. The counseling office would like to help in dealing with this problem.

T suggested that each department look at their present provisions for 1st semester failures to clarify the relationships between/among course offerings. To consider alternatives and/or prepare specific guidelines for the Counseling Office where appropriate.

Some brainstorming ideas on the #3 problem of faculty unity/morale were:
1. Tend to get locked into department and not school as a whole.
2. Each department seems to sit together at faculty meetings.

Appendix EE contd.

3. There is no time to develop relationships.
4. Large faculty
5. Get togethers are business oriented/not social
6. Good news not shared - positive things happen but aren't shared
7. Isolated by department by area
8. Need better ways to share news
9. Some staff members exhibit negative attitudes
10. Some staff members are not focused on their jobs - focused on outside interests
11. Information always comes from top - down.
12. Faculty doesn't feel support or appreciation by administrators, department members or students.

Solutions for this problem will be discussed at the next meeting. T suggested that the FAC ask the faculty for suggestion for solutions. K suggested that room be left at the bottom of the minutes for feedback from the faculty.

Respectfully Submitted, I

Problem: Faculty unity/morale
Solutions:
(Note: On original, there was more space for writing in solutions)
Please tear off and return to your representative.

May 17, 1989

T suggested that faculty members please give their FAC representatives a copy of their attendance keeping procedures. She will put together these different ideas and give to the entire faculty.

There was more feedback from the faculty to add to the #3 problem of faculty unity/morale:

1. Administration always behind locked doors.
2. Frustration exists because of the faculty members who do not follow rules and then face no consequences.
3. Frustration at last minute attempts to change grades for eligibility purposes.
4. Teachers need feedback to know when they are doing a good job - also when not doing a good job.
5. Administration's "pet" projects are appreciated - there are many others working just as hard without any recognition.

It was decided by the group to consolidate or combine certain ideas. They were combined as follows:

1. Need to improve personal and professional relationships among faculty and staff.

Appendix EE contd.

2. Need to improve communications on all levels - both good and bad news needs to be shared.
3. Some staff members exhibit negative attitudes and behavior due to stress and outside interest/conflicts.
4. Faculty need feedback so they will feel appreciated.
5. Faculty feels isolated from decision making process.

Brainstorming solutions were recommended for these problems:

1a. Faculty Activity Coordinator - to co-ordinate different activities for the faculty.
1b. Faculty Dinner Club, bowling league, baseball, poker and etc.
1c. Faculty field day.
1d. Faculty potlucks before ballgames.
1e. Faculty potlucks when there are no other activities.
1f. Faculty talent show - continued involvement with musicals.
1g. Monthly faculty social event/sponsored by department on rotation.
1h. Inservice Day.
1i. Restructure Faculty Meetings.

---

2a. Arrange faculty alphabetically (occasionally) during faculty meetings.
2b. Faculty newsletter or a section for faculty in the GUSHER.
2c. Offer support to each other - don't wait to be asked.
2d. Have a faculty sharing time during faculty meetings.
2e. Cross-curricular activities and assignments.

---

3a. Encourage participation in SAIL groups.
3b. Inservice on stress.
3c. Inservice on listening skills.
3d. Faculty Group/Crisis Line/Support System.
3e. Build awareness of others within the school.
3f. Encourage solutions to conflicts between/among staff members.

---

4a. Teacher awards assembly at end of the year.
4b. Recognitions during faculty meeting.
4c. Individual notes/comments from administrators and other teachers.
4d. Thank you notes.

---

5a. Administrators make faculty aware of what's going on.
5b. Administrators could ask for more input from faculty.
5c. Administrators need to support teacher initiative in decision making.

Faculty: If you have any feedback on any of these problems or solutions please write them down on this sheet of paper and give to your representative.
Don't forget to give your attendance keeping procedure to your representative also.
The last official meeting of the year will be Wednesday, May 24 at 7:00 a.m. Thanks! Respectfully Submitted, T

Appendix EE contd.

May 24, 1989

Discussion was held on an End-of-Year Picnic for this year with an Awards Presentation for Faculty/Staff. The committee decided to have the picnic on Monday, June 5. O is going to find out how much it would cost for the picnic to be catered. The faculty will be asked for nominations for different kinds of awards, both serious and non-so-serious.

Some discussion was held on how the administrators could make the faculty feel more appreciated by writing thank-you notes, etc. Principal said that he would try very hard to improve this situation. He also said it would be nice if the faculty would write notes to the administration. For example, only one person thanked him for the candy and card on "National Teachers Appreciation" Day.

Principal asked the FAC what he could have done in regards to keeping the faculty informed of the senior award assembly situation. Principal told the committee that during the ceremony the people on stage could hear quite a bit of noise and he was going to say something about the noise and behavior but Superintendent did it first. After the assembly Principal visited with students and parents and had no idea that there was a problem. He did not learn of the petition until 3:30 Thursday afternoon when a reporter from the newspaper called. Principal talked briefly with Superintendent Thursday evening because Superintendent was leaving town for a few days on Friday. The senior class officers and two other senior class representatives met with Principal Friday to discuss this situation. Principal was surprised at how upset the students were. They decided to write Superintendent a letter to tell him their feelings. The same group met again Monday morning to view the video of the assembly. It seemed at first the students were relenting in their attitudes but then changed their minds and were still upset. Superintendent met with the students Monday afternoon to discuss the situation. He has decided that he will not attend the graduation ceremony.
The group said that something immediately should have been sent to the faculty. Also, the video should be made available to the faculty.

This will be the last meeting for the FAC this school year. Principal invited them to breakfast at 7:00 a.m. Tuesday, June 6, 1989.

November 3, 1989
I. L. presented a written statement of purpose for the Faculty Advisory Council that defined the roles and goals of the FAC. It was agreed that the FAC members review this for discussion at the next meeting.
II. Principal informed the groups that ________ and --------- will be having joint department meetings during "O" hour on the 14 of November to discuss concerns that are surfacing now that ---- will be with us

for the 2nd semester. He asked for some input to make those meetings go smoothly.
---There was some concern about cancelling "0" hour for students that day.
---L. pointed out that "0" hour students would be behind if it were cancelled that day.
---A suggestion was made that counselors and administrators cover for "0" hour teachers on the 14th so that students don't have to miss class because of teacher meetings.

III. Staff morale and stress management were discussed.
--- X from the Central Wyoming Counseling Center would be willing to facilitate a faculty group.
--- Principal said that he had been in touch with the people at the Racket Club. They would be willing to allow whole groups to use the facility on Tuesdays or Thursdays between 1:30 and 3:00 for $20.
--- M via Principal suggested that faculty get together in the cafeteria for lunch on Tuesday, the 7th.
--- N brought up the possibility of having a "Linger Longer" gathering once a month hosted by different departments or floors.
--- A faculty breakfast was mentioned as was a faculty pot luck for the December faculty meeting.
--- Principal suggested that for the next meeting the FAC focus on 3-5 ideas worth pursuing.

IV. Assistant principal reported on some concerns about the effectiveness and efficiency of ISS.
--- ISS is full 4/5 of the week.
--- Teachers are getting bombarded by students with requests for materials at inappropriate times.
--- ----- has a form that can be distributed to teachers' mailboxes when ISS is assigned to a student. Teachers would get 2 days to prepare work for the student. The form with the work attached would be returned to the teacher when it was finished.
--- The FAC was definitely concerned with the inconvenience of the current system and asked Assistant Principal to pursue this matter further.

V. Concerns about the "no food in classrooms" policy was discussed.
--- Principal said that Superintendent wants no extensions to the day for a snack break. His main concern dealt with those students who are now spending long early hours on buses to get to school.
--- Periodic "time outs" were mentioned as possibly continuing on a semi-monthly basis.
--- A suggestion was made by Principal that a certain time of day be designated by each teacher, e.g. 3rd, 4th, or 5th period, when food would be allowed for the first 5 minutes of class. The FAC felt that this would work if the individual teacher was allowed to determine which period was most appropriate.

Appendix EE contd.

Scheduled Agenda for Wednesday, November 15

1. Finalize statement of purpose for the FAC
2. Bring 4 items worth pursuing for increasing staff morale and managing stress during the shortened schedule.
3. Details for planning a Pot luck lunch for December faculty meeting.
4. Discussion of concerns/options for daily announcements.
5. Discussion of an optimum period for allowing snacking in classrooms.

November 15, 1989

I. The FAC reviewed and amended the "Statement of Purpose" presented by L. By unanimous decision, the FAC chose the following for the final wording:

Role: We are a group of people called together for the discussion of common concerns..

Purpose: 1. To inform members of faculty concerns. 2. To offer opinions/suggestions about those concerns. 3. To recommend solutions and receive feedback from the building principal on those recommendations. 4. To be a major communication link between faculty and administrators.

II. Staff morale and stress management were discussed.

--- The FAC defined 4 ideas worth pursuing. They are exercising, support groups, a workroom and faculty socializing.

--- O and p are going to research details and publish information on exercising. Some ideas they plan to look into include using the Racket Club and the ---- pool, organizing a walking roup and a early afternoon bowling league, and painting Jerry's house.

--- Q is going to look into forming support groups for the faculty, some informal and possibly one formal group complete with a facilitator.

--- Principal and Assistant Principal are looking into securing a room that will be accessible for teachers to work during the ------ session. The workroom will have a computer with printer, a typewriter and some table space.

--- L and N are working on a "social bulletin board" where once can post his/her ideas for other faculty members to read. With the shortened schedule, few are getting the time to organize anything social. This "social-event clearing house" will help to alleviate this problem.

--- L and N are working on the December pot luck. Mrs. Principal again has offered to organize and stock the dessert table.

III Announcements were discussed.

--- It was pointed out that some students are having a difficult time being on task during and after intercom-interruptions.

--- Principals are very willing to work with individual teachers who may need some suggestions about keeping kids on task during and after announcements.

--- The administrators will concentrate on getting the announcements started immediately after the tardy bell rings.

Appendix EE contd.

IV. Food in classrooms discussed.
---Assistant Principal reported that custodians felt that food in the classrooms would be OK in terms of cleanup concerns.
--- The FAC recommended and the building administration approved as policy the following statement: Individual teachers may decide on whether food be allowed in class including when and what types.
--- No school-wide announcement will be made concerning this matter. It is up to the teacher to pass on this information to his/her students.
--- Beverages are still limited to the bottom floor.

V. Et Cetera
--- "Time outs" are being coordinated with ----- to allow the use of some "O" hour time. There are plans for semi-monthly "time outs."
--- Principal reported the Superintendent is planning to meet with State Sup of Schools to secure a State Department decision on the make up of the 5 extra days of school BEFORE the situation occurs. At this time, no one is anticipating that there will be a make up session.
--- Attendance procedures are being looked at. Assistant Principal reported that clips will be mounted on the inside of all classroom doors, and office aides will be walked through the folder gathering process. These steps will help to guarantee that all folders are picked up.
Next scheduled meeting: Wednesday, Nov. 29, 12:30 p.m. Room 161

November 29, 1989

I. Members of the FAC reported to the group on the progress of their individual assignments that address staff morale and stress management.

--- L and N will be sending a memo to the staff explaining the use of the new "staff bulletin board."
--- The pot luck luncheon scheduled for December 5 is approaching quickly. Faculty members are to sign up in the Copy Center to indicate the type of dish they are bringing. Food will be served at 12:30 and the faculty meeting will begin at 1:00.
--- O reported to the FAC that El Mark-O Bowling Lanes is willing to host an afternoon of bowling for the reduced price of $1.20, (reg. $1.65), per game. O will be posting a sign-up sheet on the new "social bulletin board" for interested staff. You need not know how to bowl to join in the fun.
--- P reported that she has received a number of responses from persons interested in a walking group. Please check the bulletin board for more information regarding this activity.
--- Q has sent out a memo to all staff regarding the organization of an informal support group. he will serve as a "clearing house" for staff members who wish to form such a group.
--- Principal reported that there are now two work areas available complete with computers. They are located in the faculty lunchroom and

in the office adjacent to the Copy Center. Please enter the office via the Copy Center, as you will find the hallway door locked. To monitor the use of each work area Principal would like each user to sign the log sheet available in each workroom. This will help in assessing the need for additional equipment and/or space.

II. Allowing food in the classrooms seems to be working. Should you have concerns, please forward them to your FAC representative.
III. "Time out" days are being synchronized with -----. ________ definitely will be participating in the next time out scheduled for Wednesday, December 13th. A schedule will be available at the December 5 faculty meeting.
IV. Attendance concerns were discussed. It was reported that each room now has clips on which attendance folders are to be hung. Also, office aides are being given check-off lists of rooms that they are to use as rounds are made. This procedure should help the aides avoid missing attendance folders on their routes.
V: Concerns about the workday at the semester's end were raised. Principal is waiting for a response from Central Office as to how the day is to progress since ------ classes are scheduled for the AM.
VI. Principal commented that the administration is aware of how last minute changes in schedules and other "surprises" help to raise the stress levels of all affected. He asked the FAC to help monitor the administrative decisions that contain that element of surprise.
VII. Principal reported that State Sup of Schools is aware of the _____/----- situation. There is an "emergency" provision in state department guidelines that can be used to help avoid the make-up of lost teaching time, and that provision will be considered if the decision must be made. Everyone should be aware that snow days are more possible at this point then make-up days for asbestos problems.

Next Scheduled Meeting: Wednesday, January 31, 1990

January 31, 1990

I. R reported to the FAC about getting __________ staff and students into the habit of recycling paper.

--- Although there are only a few dollars to be made on a ton of used paper, the real concern is that ________ begin to consider the environmental need for saving and recycling waste.
--- Boxes for either colored or white paper will be put in every classroom and when the boxes are full, the custodians will see to it that they are emptied.
--- Although there were some questions raised as to how to facilitate the process of paper collection, the FAC supported the idea and unanimously voted to recommend that the Student Council be responsible

## Appendix EE contd

for deciding on how the profits should be spent. They, i.e. the profits, are to benefit the entire school.

II. S reported on the Annual Staff decision to recognize outstanding individuals at ________.

--- The recognition includes a photo and a caption in the up-coming annual.
--- There was some concern by FAC members that all clubs do not recognize outstanding members and will not have a person recognized.
--- S said more faculty input will be used should this be done next year.

III. Assistant Principal presented the new ISS form to the FAC.

--- He asked that all faculty put in the ISS box a generic assignment that can be used if nothing else is available for the student to do.
--- Here are some of the concerns that FAC members asked Assistant Principal to consider as the "new" ISS policy matures:

- Are new assignments to be issued when a student is absent from ISS?
- Consider keeping students in ISS until the assigned work is finished.
- Make the ISS form a different color.
- Create a point system for students to "buy" their way out of ISS.

--- Staff members are asked to relay their ideas and concerns about the new system for ISS to their FAC representatives.

IV. Stress reduction efforts by the FAC were discussed.
--- A get-together for the ______ and --------- faculties was proposed possibly from 6-7 PM on SPIN night. Principal will talk it over with Principal of ------
--- The FAC wanted the staff to know that their efforts to organize activities for the staff were designed to "get the ball rolling." They urge staff members to initiate ideas for the bulletin board and to be spontaneous. Word of mouth is a great way to get a last minute idea to come to fruition. The idea here is not to get everyone to one activity. It is to offer a variety of activities that will be of interest to a variety of staff members.
--- Q reported that the support group has been identified, but their first meeting has not yet been set.
V. Welcoming of new students to class.
--- FAC members are asking teachers to be aware and take notice of students who are new to ________ and to the community. These surroundings are strange to them, and it is important to recognize that fact when they enter the classroom. Assistant Principal pointed out that the transfer slips used to enter a class usually indicate the city

of origin for the new student. L offered to advise the Student Council of this matter.

VI Announcements:

--- Room 251 is no longer available for meetings 2nd semester.

--- Period 3 will be used by counselors on February 7 for Juniors and 15 for Sophomores for registration orientation.

Next Scheduled Meeting: Wednesday, February 21, 1990

March 26, 1990

I. Principal asked FAC members for feedback on the recycling project.

--- Many students seem to be using the recycling boxes regularly now.

--- Custodians are not to be dumping the boxes. When the boxes are full, the teacher should send a student to dump the containers.

--- Principal has asked the recycler to put another receptacle out back; for white and one for colored paper. Please remember that no shiny paper or windowed envelopes should be put in the boxes.

II. Principal asked for feedback from the FAC on the new ISS procedure.

--- It seems like teachers are getting more ISS forms now than they used to when students were responsible for them.

--- Highlighting the teacher names on the ISS form is a great practice.

--- Faculty members appreciate the advanced notice of a student being assigned to ISS.

--- FAC members were wondering if the ISS box is checked more than just once per day.

--- More work is getting done more completely by ISS students.

--- There was some discussion about the whole concept of ISS; whether it is appropriate to penalize a student for ditching a class by making him skip more classes by being assigned to ISS.

III. Principal asked the FAC for a recommendation on a proposed fund raiser: Announcement Bingo. The Senior Class and Student Council asked the Administration to consider allowing bingo numbers to be read over the daily announcements. Students and staff would buy bingo sheets, and the proceeds would go to the Senior class.

--- Concerns about the legality of this as well concerns about the amount of students participating were discussed.

--- The FAC voted to recommend to Principal that he NOT approve this proposal.

IV. A recognition program for faculty members was discussed.

--- One goal of such a program would be to recognize staff members for being life -long learners. Students should be aware that their teachers and other adults around them are constantly striving to better themselves.

--- Some of the possible types of recognition might include:

* Teacher of the Year building nominee
* Degree advancement
* recipients of grants, scholarships, awards, etc.
* job advancements
* teacher certification and re-certification

Appendix EE contd

--- Ways to recognize accomplishments were suggested:
* recognition at an awards assembly in May
* special assembly in September
* Person of the Week on Monday announcements

--- The FAC asks that you give suggestions to your representatives about such a recognition program.

V. Concern about the number of detentions being served was discussed.
--- The detention monitor commented that only about 20% of the assigned detentions are being served.
--- The principals are giving them ISS as a result of missing detentions, but the concern is that detentions are not being served. The principal offered to check into this matter.

April 25, 1990 12:30 p.m.

1. Principal asked for reactions to Superintendent's memo of April 23. Members expressed appreciation for being given an official update on the progress of the asbestos cleanup process at ----------. After some discussion, the group chose to accept Superintendent's invitation to send a representative to the April 26 conference with between the asbestos contractors, the district's consultant, and CSF administrators. The group voted unanimously to have U. attend this meeting and report back to the FAC.

2. The results of FAC's survey of the faculty on the tardy policy were discussed. 52 of 55 respondents (95%) indicated that tardiness is a problem at __________. 38 of 53 respondents (72%) indicated that tardiness is a problem in their classes. T suggested that the list of possible teacher responses to tardiness be disseminated to the faculty. O suggested that the group discuss each of the suggestions individually before including it in the final list. AFter lengthy discussion, the group elected to disseminate a list of 14 suggestions which have been used effectively by faculty members. Principal suggested that the list also include a brief statement of philosophy regarding tardiness. The group concurred. (see attachment)

3. The group also discussed survey responses on ways to recognize achievements by faculty and staff. Discussion took place regarding what approaches would be most appropriate for providing such recognition. O suggested that a committee be formed to explore ways of implementing suggestions from the faculty survey. The group voted to form a committee to promote awareness of events and personal or professional accomplishments of faculty and staff members. The committee is composed of O, V and W. Faculty or staff members interested in participating should contact one of these committee members.

4. The next Faculty Advisory Council meeting is scheduled for Wednesday, May 9 at 12:30 p.m.

Appendix EE contd

## APPROPRIATE RESPONSES TO STUDENT TARDINESS
FAC Recommendations - April 25, 1990

Student tardiness continues to be a problem at __________. Your Faculty Advisory Council believes that the only way to alleviate this problem is through the cooperative efforts of faculty and administration. Individual teachers are strongly encouraged to make promptness a clear behavioral expectation in their classrooms. We believe that a clearly defined and consistently enforced method for dealing with tardy students will be effective. What follows is a list of suggestions that have been used successfully by members of the faculty. You may wish to incorporate some of these ideas into your classroom management.

1. Chronic tardiness results in a performance contract.
2. Talk with students individually when tardies are a problem. Provide positive reinforcement when improvement is made.
3. Sign a discipline log when tardy. 4 tardies = 1 detention.
4. Start classes immediately after the bell.
5. Enforce giving detentions for tardiness.
6. Tardiness = loss of class privileges (food, hall passes, etc.)
7. Include rewards and penalties for attendance and tardiness in class grading system.
8. Give short quizzes at the beginning of a class that cannot be taken by tardy students and cannot be made up.
9. 3 tardies = write a report or serve a detention.
10. Parent/student/teacher conference for excessive tardies.
11. Teacher may contact parents when tardies become a problem.
12. Require tardy students to give impromptu speeches.
13. In general, bug all students who arrive late.
14. All administrators and teachers in the halls between classes would help alleviate the tardy problem.

May 9, 1990 12:30 p.m.

1. The group discussed several issues relating to the Renaissance Fair, including organization, scheduling, student release time, ideas for increasing participation by more departments, and other ways of enhancing the educational experience. Principal indicate that he would discuss these issues with the Renaissance Fair sponsors later this month.
2. The group discussed the process by which department chairmen are selected. Principal reminded the group of the February 15 deadline in the PNA for expressing to the administration a preference for department chairmen. Additionally, faculty members are strongly encouraged to express their needs and concerns to their department chairmen or to the administration when appropriate.
3. The group discussed the process by which teaching assignments are determined. Faculty members are asked to discuss their preferences with their department chairmen. However, it was acknowledged that not

Appendix EE contd.

all requests can be honored due to the requirements of the Master Schedule and other staffing concerns. The final responsibility for determining teaching assignments rests with the building principal.

4. The group heard a brief report from U about the asbestos conference he attended on April 26. It was clear that the timeline announced by Superintendent in his memo of April 23 was essentially on schedule.

5. The group discussed ideas for an end-of-year faculty get-together of some sort. After some discussion, the group decided to organize a catered picnic for faculty and staff only on Friday, June 1. Additional details will be announced in the near future.

## Appendix FF

## Minutes: Department Chair, October 1989

October 2, 1989

The Principal asked that each department be made aware of copyright laws and asked that the copy center personnel not be asked to do copying of this kind.

C gave information on the various tests that will be given in the next few weeks. The dates are:

He also shared information on the 1988-89 test score results. For the first time since 1959 the ACT test has been revised. The new test will be given this fall.

The Assistant Principal asked if there was any discussion on the North Central Follow-Up report. V said that the task force should be set-up to define the categories: Regular, General, "H", "A" and Resource classes. It was decided that the department chairmen would be this task force.

U asked if the department chairmen would give support for a pilot Russian Language class at the school. FF has been taking courses every summer to be qualified to teach this course. _________ would be the first school in the state of Wyoming to offer a Russian language class. An interest survey will be made in the Foreign Language department and the results will be given at the next department chairmen meeting There will be more discussion about this at the next department meeting.

The next department chairmen meeting is scheduled for Monday, October 16, 1:00 p.m. in room 359.

The following items are to be included on the agenda for the next meeting:

1. Final review of the general areas of the North Central Report.
2. Report on the attendance verification form.
3. Feedback on Russian Language interest form.
4. Organization of Task Force to review classification of General, Regular, "H", "A", and Resource classes.
5. Discussion of proposed quality point system.

October 16, 1989

The Principal said that the first Parent Advisory Committee for this year will be October 17, 1989. He invited anyone who would like to attend.

V announced that the school was chosen as the only high school in the state to be able to offer the Horatio Alger SCholarship. This will be a $5,000 scholarship and a trip to Washington, D.C. for a senior at the school. Also, a speaker from this organization will be provided as a keynote speaker at the Career Awareness Seminars. A committee will be established to select

Appendix FF contd.

The Principal thanked W for writing the grant from which this scholarship will be made available.

The first meeting of the 1989-90 school year for Career Awareness will be held at 1:00, Wednesday, October 18 in room 359. Anyone interested in being on this committee is welcome to join. Three possible dates have been submitted for the Career Awareness Seminars. V will be getting information to the faculty asking for volunteers.

The Assistant Principal handed out the results of what parents thought about Back-To-School Night. Many positive remarks were made. The Assistant Principal pointed out the fact that parents said they would like more contact with teachers at home by phone.

The Assistant Principal asked if there were any changes to be made to the General Areas of the North Central Report. After some discussion it was decided to have copies of al general areas be given to department chairmen and final discussion on these will be at the next meeting.

The Russian Language Pilot Program was discussed and it was decided that department chairmen would give information to all members of their departments and feedback given to U within two weeks.

X, V and D reported on the proposed Absence List for students with 9 or more absences. This list will have names of students who have 9 or more absences, and their parents names and phone numbers. This list will be made available starting Wednesday for the faculty to use to call parents for students who have 9 or more absences.

The Assistant Principal said there was a real problem with absences not being cleared. it is very necessary for the teachers attendance record and computer attendance record to be the same. Teachers will be notified when they fail to clear a student's absence. After a couple of warnings to the same teacher, there may be a letter put in the teacher's file.

March 2 has been set as the date for In-Service.

Next Meeting's agenda items will include:
1. Article concerning abusive teachers.
2. Task force for ability grouping study.
3. Final North Central Report.

Next meeting is Monday, October 30, 1989 in room 359.
October 30, 1989

The Principal said that Dr. Outside would be at the school for the final North Central visit Monday, November 13. Each department chair will schedule a 15 minute meeting with Dr. Outside to review subject area reports. These meetings will be held in the conference room. The department chair will meet as a group with Dr. Outside at 1:00 p.m.

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The general areas for the North Central report was discussed by the group.

The Assistant Principal said that unreported absences are becoming a problem. He said that there are a number of students who are absent an entire day only being reported absent one or two periods. he also said that the students were now receiving ISS for truancies. This change in procedure was due to a different legal opinion from the school attorney.

W said there were some concerns from the Language Department which were: (1) Loss of instructional time when students are sent to office for an admit (2) Number of calls that the faculty is being asked to make (3) Objected to having information put into teachers files when a teacher fails to clear an absence.

Discussion was held on how and when a teacher would start receiving notes about their attendance errors. The Principal said that at this point he was concerned about inaccuracies in roll-taking and failure of some teachers to send students to the office who have an "A" on the daily attendance report. Efforts are being made to let the faculty know how important accurate attendance records are. Placing letters in files would only be done as a last resort after an individual teacher had an opportunity to correct the problem.

The principal said that at the next department chair meeting they would have discussion on the task force on ability grouping.

V asked that the department chair encourage all the teachers to start looking for applicants for the Horatio Alger Scholarship. The applications need to be back to the selection committee by November 21. December 1 is the deadline for having the two finalists applications back to the national foundation.

The next department chairmen meeting will be at 1:00 in room 359 on November 6.

# Appendix GG

## 10 Assumptions About Change

The Meaning of Educational Change (1982)
by
Michael Fullan

1. Do not assume that your version of what the change should be is the one that should or could be implemented. On the contrary, assume that one of the main purposes of the process of implementation is to exchange your reality of what should be through interaction with implementors and others concerned. Stated another way, assume that successful implementation consists of some transformation, of continual development of initial ideas.

2. Assume that any significant innovation, if it is to result in change, requires individual implementors to work out their own meaning. Significant change involves a certain amount of ambiguity, ambivalence and uncertainty for the individual about the meaning of change. Thus, effective implementation is a process of clarification.

3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change. Since any group of people possesses multiple realities, any collective change attempt will necessarily involve conflict.

4. Assume that people need pressure to change (even in directions which they desire); but it will be effective only under conditions which allow them to react, to form their own positions, to interact with other implementors, to obtain technical assistance, etc. Unless people are going to be replaced with others who have different desired characteristics, resocialization is at the heart of change.

5. Assume that effective change takes time. It is a process of "development in use." Unrealistic or undefined time-lines fail to recognize that implementation occurs developmentally. Expect significant change to take a minimum of two or three years.

6. Do not assume that the reason for lack of implementation is outright rejection of the values embodied in the change or hard-core resistance to all change. Assume that there are a number of possible reasons: value rejection, inadequate resources to support implementation, insufficient time elapsed.

7. Do not expect all or even most people or groups to change. The complexity of change is such that it is totally impossible to bring about widespread reform in any large social system. Progress occurs when we take steps (e.g., by following the assumptions listed here) which increase the number of people affected. Our reach should exceed our grasp, but not by such a margin that we fall flat on our face.

Appendix GG contd.

Instead of being discouraged by all that remains to be done, be encouraged by what has been accomplished by way of improvement resulting from your actions.

8. Assume that you will need a plan which is based on the above assumptions and which addresses the factors known to affect implementation. Knowledge of the change process is essential. Careful planning can bring about significant change on a fairly wide scale over a period of two or three years.

9. Assume that no amount of knowledge will ever make it totally clear that action should be taken. Action decisions are combinations of valid knowledge, political considerations, on-the-spot decisions and intuition. Better knowledge of the change process will improve the mix of resources on which we draw, but it will never and should never represent the sole basis for decisions.

10. Assume that change is a frustrating, discouraging business. If all or some of the above assumptions cannot be made (a distinct possibility in some situations of some changes), do not expect significant change as far as implementation is concerned.

## Appendix HH

## Proposal to Assess Department Chairs' Desire to Draft Agenda

Letter to Principal 1-30-90

Dear Principal,

Here are my ideas on how you might approach the department chairs about assuming more responsibility for generating the agenda. It was easiest for me to write this in terms of what you might say. You, of course, will say it differently and will probably change a number of things in this model---fine! I hope this helps a bit. By the way, do we have an appointment with the Superintendent?

The Writer

PS: Please call me if you have any questions

| Comments | Script |
|---|---|
| If you wish to go to the end of the practicum report you could give specifics; I don't perceive that as being helpful but you know the group. | Last year some of you indicated on several questionnaires that you thought it would be appropriate for this group to assume more of its own leadership. I concur. |
| Consider linking this to the change beliefs exercise you did with them. | Some of you felt it was best to continue as we always have operated. |
| | Today we'll find out where this group stands on assuming more responsibility for drafting and monitoring the agenda and how that might unfold. We'll be making two decisions:<br>1. Are we ready as a group for this level of empowerment?<br>2. If so, what procedure will we use? |
| It would be important to put your powerful people | To accomplish this I've assigned you to four groups. In your group discuss Question 1--- when you've decided, come up and record your decision on the (chalkboard, overhead, chart |

Appendix HH contd.

| | |
|---|---|
| in different groups. I'd also want to be sure I didn't have more than one "change resister" or "blocker" in any group. | paper, etc.)<br>Then you'll explore ways we might accomplish this. To facilitate your discussion, I've prepared one option....feel free to change it or create a totally new approach. |
| Feel free to change this plan before giving it to the department chairs. I'd consider typing it up and stamping DRAFT in large letters at the top. | There would be a box in the office marked Department Chairs Agenda. Using 3x5 cards or slips of paper, we would all submit agenda items for the meeting after the next meeting. Each agenda item submitted will include the time allocation and the category. Administrators including the principal, will follow this procedure.<br>At a midpoint during the next meeting (2/13) we'd examine the agenda items for the forthcoming meeting (2/27) We may add some based on the current meeting. It is important that we not do this as the last item or we will rush through it. |
| If meetings are scheduled for 2/13 and 2/27 they'd submit for 2/27 | We would examine the agenda items and signal fist to five on the inclusion of the item and the time allocation. We will also prioritize the agenda items using five to fist. |

To be said or included in the draft:

> "At this point I am counting on you to help me with my tendency to create an overlong agenda and to be sure that we are investing our time in the most important items."

| | |
|---|---|
| You need a way to add agenda items but you also need a check that the item really is crucial; if you are not careful you could get caught in aborting the process by bringing in lots of last minute administrative | When agenda items emerge that seem like they must be addressed, the inclusion of the item, duration of time and placement on agenda will be voted on, five to fist, as the first agenda item. |

Appendix HH contd.

issues. If the department chairs agree it is crucial to address it immediately then you can address it without undermining the process. There's a real tendency for administrators to pre-empt the department chairs. If you wish to empower you'll need to relinquish some control here. I think you'll find you'll benefit from their role in this.

After discussion, pull back. Vote five to fist, first on the concept if it was not unanimous on the board. Then discuss plans. Vote.

## Appendix II

## Interviews with Principal, 1990

### January, 1990

The writer met with the principal and checked whether the interactive style the writer was using was still appropriate in delivering the feedback. The principal decided the way the feedback was given during the November meeting was the most helpful. The principal identified that receiving specific feedback was extremely helpful. "The greatest value was an awareness that the pattern which had created the smoking controversy was reappearing in the ability grouping issue. You shared the data and I had a growing realization of what was taking place. I am pushing to make ability grouping a district level issue. It would have been so divisive in this building, but that was where I was headed."

The writer reminded the principal that on November 10th, 1989, there had been a discussion with one of the department chairs about the use of the process observer forms to provide feedback to the group on what was occurring in the meetings. Had this taken place?

> No, we ran out of time to do the organizational work and planning. The cumulative effect of double sessions, finishing North Central, needing to complete the evaluations by 12-15-89, conferencing in the portable in the afternoon, ate up the time. I didn't make a decision not to use these forms...it simply happened.

The writer identified that we had discussed several times the idea of involving department chairs more in generating the agenda but nothing seemed to be happening. The principal was asked, "Why do you think that is true?" The principal responded, "I don't think I'm comfortable; I don't think they are comfortable. Nor do I think they want the responsibility. I don't see them jumping up and down for this."

### August 13 About May 1990

W: What did _______ have to say when she came to see you?
P: That we changed a decision...inappropriate.
W: What do you think?
P: She was right. I should have caught that. But it was a difficult issue and obviously ____ and ____ had discussed this quite a bit. The rest did not seem that interested. ____ and _____ did not want to have their hands tied. We were pressured to make a decision.

Appendix II contd

W: Brought up the basis on which ___ and ___ were speaking was consistent with the research. Posed the idea that for important issues such as these that they use the "Expert Development Process" to study first. Also, even though they may represent departments they need to represent the students even more. The fact that "we don't have these students" does not excuse me from being fully involved in the discussion. Byron liked this idea. We pursued the idea that the group needs to gain the skills to conduct the expert development process and not always be dependent on the leader.

P: I should have recognized that ___ was out of line.

W: A process that could be put in every meeting where there is an analysis of what has gone on; or reflective practice would be helpful. For example, "What kind of job have we done on communication in this meeting" Brief discussion. It should not just be the leader who instigates the questions but anyone in the group. Your goal should be constantly to prepare the group to function without you. When ___ did not vote and you said, "Well at least you did not "fist-it", that did not bring the issue out in the open; if the group had engaged in "reflective practice" it might have.

Am sending Building School Capacity for Effective Teacher Empowerment: Applications to Elementary Schools with At-risk Students by Henry M. Levin, Stanford University, February 1990 to the principal.

## Appendix JJ

## Interim Report

1. What have been the means and frequency of communication between observer and practicum manager to date?

Dr1.: "In addition to the two formal meetings, I have always made it a point to stop by wherever Fran was doing her workshop and ask, 'How is it going?' We have had informal contact almost every month."

Dr2.: "We have had informal chats in addition to the two formal meetings. In addition, I've discussed the MARP with the principal."

DC: "We have had many discussions. We have debriefed what has occurred and analyzed turning point events such as the September meeting."

2. In relation to the original strategy proposed and the projected action planned, what progress has been made toward achieving practicum objectives? Make note of changes that have been made in response to unanticipated circumstances, positive and negative.

Progress toward attaining the three objectives related to the Faculty Advisory Committee (decisions are recognized and accepted; identification of decision-making process and consistency in role description) is on schedule.
The original strategies are being followed.

The strategies being used to attain the fourth objective, greater task initiation by department chairs in their collective meetings, have been altered. The need for this change was precipitated on September 19, 1989. Due to asbestos in the other high school, THS had been double-shifting with the other high school since the beginning of school. THS had the early shift. Both teachers and administrators were experiencing stress and change. Ignoring all the research on the change process, the practicum manager forged on with the presentation on "agreeing on interactive style" as planned. Compounding the problem were an extremely long agenda, a reduction in the time allocated for the presentation, and a poor presentation.

One of the department chairs requested a special meeting because he didn't want to work on communication and he felt they were being used as "fodder for a doctoral program." The practicum manager decided it was best to work behind the scenes and wrought change through the principal. The monthly meetings were still held with the principal, the department chair meetings were still taped and analyzed and feedback was provided to the principal. The practicum manager continued to plan the next step with the principal but maintained a low profile with the group.

Appendix JJ contd.

From September through January, there was a dramatic decline in group interaction skills being utilized by the principal and by the department chairs. DC felt the reduced visibility of the practicum manager contributed to this; no one was being held accountable. All the observers agreed that the stress of the double-shifting had contributed to the resurgence of pre-intervention behaviors. All three observers noted positive changes due to the intervention and speculated that implementation is probably far greater than expected. The practicum manager has been asked to provide training in decision making for department chairs at the other high school and the instructional team in Central Office.

## Appendix KK

## Feedback from Department Chairs to Principal
May 1990

1) How many years have you been a department chair at NCHS?

__1__ 1 year or less __3___ 2-3 years ___9__ 3 or more years

(The writer has included these behind the comments)

2a) In your perception, during the past two years has my leadership style with this group changed?

.Yes, less telling and more asking or joint planning and solving. (3+)
.Superficially. I believe you really have tried to be less autocratic in your leadership style. However, your mood, sense of timing, and perception often dictate feeling tone and body language which influences interactions with the group. (3+)
.Yes (2-3)
.Yes (3+)
.Yes (3+)
.Yes (3+)
.Yes (3+)
.At this time I have only one year and that has been a positive encounter (1)
.Yes (2-3)
.Yes (3+)
.Yes (2-3)
.For the most part, yes. You have really let go of an authoritative style. You are getting smoother and smoother at moving meetings along.(3+)
.Yes, much more participative; group has more leadership (3+)

2b) Briefly describe the changes and identify whether they have assisted or hindered the group.

.Listed above. They have assisted the group. (3+)
.Five to fist, agenda input, and more options have all been helpful. Less control by principals because of other/greater outside commitments. (3+)
.We still have a difficult time trying to settle issues---most of the time we need you or someone to step in to solve or help solve the issue. Most of the time, this situation is just time consuming small talk. (2-3)
.You have tried to give this group more power in making decisions while still holding on to your responsibility of being accountable for those decisions. This, at times, left the group without a leader and therefore, there seemed to be a scramble for the seat of power. We, as a

group, have been reluctant to work as a team. It seems we all have special interests we are trying to protect. (3+)
.Change in means of conducting the meeting, ways of soliciting input, recognizing outcomes and in agenda creation (3+)
.Willingness to listen to ideas/opinions expressed by group members which disagree with those you have. Willingness to accept group decisions which do not necessarily reflect your own choice. (3+)
.Agenda more complete; agenda is available prior to most meetings; decision process is understood. (3+)
.The skills in this group? I cannot answer that yet but the skills do work in other groups that I'm involved in. (1)
.More discussion and expression of opinion (2-3)
.I felt that last year and the year before we spent too much time with the writer. We were not prepared for her or her material and we didn't know where we were going. (3+)
.Much less directive-more democratic. System of decision making established. Some desires for placing items on agenda are still sometimes thwarted. Nothing serious, I suppose, but slight tendency still there. Perhaps this is for the best; a leader/principal still has to maintain the right to make some decisions. (2-3)
.Decision-making process is identified: helped. Agenda: group assists in setting agenda. Expectations for production have risen....better understanding of department chair role.... better understanding of what decisions we are making and our role in making those decisions. (3+)
. All pluses: willing (and even eager) to listen to input/feedback ....states expectations and explains decision-making process for each issue much more clearly....has much better control of meetings....better at moving things along without offense.... i.e., maintaining and promoting thoughtful, efficient group functioning.(3+)

3a) In your perception, does the group function differently now than it did two years ago?

.Yes, we come to decisions quicker with the "Five to Fist" when deciding or voting. The group is more open to others' suggestions, ideas and thoughts. We can disagree agreeably more easily now (3+)
.We know we can learn from and be forgiven for our mistakes. We know you care a great deal. (3+)
.Yes (2-3)
.There are more decisions made by this group. We are trying to set our own agenda, but since we have just started, we have not ironed out the kinks and it takes a long time to set the agenda. (3+)
.Yes, for the most part. I still think certain people have

Appendix KK contd.

a tendency to dominate, but maybe that is to be expected. (3+)
.Somewhat. I perceive, however, that those individuals who dominated group procedures before still do---only the procedures have changed. Also, members, come with personal agendas and don't listen to what's going on! (3+)
.Yes (3+)
.N/A (1)
.The group is beginning to assume some of the power of decision making. Beginning to take responsibility for planning items to discuss. (2-3)
.Two years ago we spent a great deal of time on procedures and style, rather than substance. Now we get more done. (3+)
.I believe the group functions in a more comfortable/purposeful manner. I do also think that some of the newer members are not quite in sync with the rest. They may be feeling a need to assert their rights.(2-3)
Yes (3+)
.We are much much more efficient and cooperative; we function as a decision-making group, with every one listened to and respected. (3+)

3b) Do you think the group is more or less effective now than it was two years ago? Please explain.

.See above: #3a, more effective. Some times the sessions got long and tedious before we got to that point though. (3+)
.More. I believe instead of our need influencing inservice resources (teachers, students), the administration determines what we should know and selects both speakers and teams to serve us. The writer's effectiveness as a resource has not been evaluated. (3+)
.Probably more effective---we still have a long way to go but I suppose we are no different than any other group. (2-3)
.We are presently less effective, but we are on the right track. As we get better at setting and executing our agenda we will be a major force in this school. I think members need to do their homework before proposing an agenda item. (3+)
.Yes, expression is more free. Decision making is directed and purposeful. (3+)
.I am not sure. I think I am still real uncomfortable with the group's inability to identify significant issues. We spend a great deal of time making decisions and debating topics that are just not going to have a major impact on the education of students. (3+)
.More task oriented at times. When not task oriented, little is accomplished. Some items are discussed at length without prior information when it is needed! (3+)
.N/A two years ago. However, I can see a change in the little time I have been here. (1)
.I think the group has been more effective. People are willing

Appendix KK contd.

to express opinions and disagree. Maybe too much time spent in discussion. Repeating a lot of information. The principal still has to get the group back on track when we get off task or direct our attention to other topics.(2-3)

.More. Five to fist is a good procedure. You are able to move us along when we would otherwise get hung up on side issues. The present agenda building is a step in the right direction.(3+)

.Much more effective. I believe that the group functions well and is more effective. This is because the membership is more positive and/or less negative in nature. This is obvious in that it has permeated the entire faculty. There is still some disgruntlement but we would not have survived this year if it had occurred five years ago. (2-3)

.The group is much more effective now than it was two years ago. Members realize the success is their responsibility as well as the principal's. People are beginning to take the initiative for their own control and expectations. Members are comfortable with the decision-making process and supportive other members. Silence is not acceptable behavior. (3+)

.Much more effective! The "sideline" sniping is reduced substantially because every one has not only the opportunity but also the obligation to participate in the decision-making process.

4) Thinking of the group at its current level of development, please circle the rating (using the scale below) which most closely describes the behavior of the members of this group.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all true of this group | A little true of this group | Somewhat true of this group | Mostly true of this group | Very true of this group |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| a) members of this group initiate agenda items | | | 3 | 10 | |
| b) members of this group identify problem solving strategies | | 2 | 4 | 7 | |
| c) members of this group suggest options | | 1 | 3 | 6 | 3 |
| d) members of this group propose new topics | | | 4 | 8 | 1 |

Note: (4a) refers to specific agenda items and (4d) refers to a more general, comprehensive suggestion. For example, someone might propose that the group should discuss the role learning styles play in instruction but not suggest it as a specific agenda item.

# Appendix LL

## Excerpts from Interviews with Informal Leaders Who Were Not Key Informants

IL1: Role clarification; helpful; perceptions have changed partially because our role is clearer. In light of movement toward site based management....should they take on more?

Affective/effective. Building could survive without FAC; couldn't survive without DCS. Role in building climate, FAC has helped.

In answer to question of faculty's support of FAC: There were a few functions where not alot of people showed up but there was no verbalization of lack of support or that these events should not have taken place.

The writer asked a question about the minutes and how they seemed to be almost like a newsletter. IL1 said his own past history on student council, having bought a computer, consistency, when you saw it you would recognize it by its logo; never wanted it more than a page. If negative...no names,,, why put that one vote that way...so would not be a repetition of what had happened in the past.

Comments on transfer: When I saw what was going on in the department chairs spill over into FAC it was exciting; grew into a good manager of groups. If he can, so can I. Praise for dignifying responses; better meetings, growth. Did show tape to group that did not have the training.

IL2

It was wonderful to serve; see how things work....increase teachers talking to administrators. I saw part of the role bringing staff together. It is my nature to be precise. Shared the process. Transition from end of one year to the next...writer asked about the difference in the minutes....minutes not typed by the same person who took them. Transition went well; not many new members. Saw people being willing to have opinions and expressing them. During the split session she observed that things became more rushed; people did not care as much. They got together in the planning period; few volunteers so she did it again. A bit annoyed with peers for not volunteering. To her, at times the minutes seemed too long-winded with So and so moved; so and so seconded etc.
Asked why did not ask input on roles of fac members; never thought of it.

Fran's comments: the minutes became a newspaper by the teachers for the teachers but one in which administration could communicate to the staff.

Appendix LL contd

IL3

First year; frustrated. Felt they talked and talked and never did anything. Second year. Did a little but not much. Never solved things. Did get better. Not enough time. Should overlap with the next year was his recommendation ....did not happen. Should be some overlap; carry on and elect in October/November....continue instead of always starting over.
We never started meeting until we were well into the situation. We were a committee in name only. We had the potential to be the best. Suggestion: Faculty newsletter; make it fun. Meet more often. (Fran asked if it would help to have a leader within the ranks. He felt definitely yes. There should be a free period in which to do it; there should be fun. One or two years. Team building. Gather in august.

IL4

Last two years; been an observer. Last year doubleshifting with OHS isolated us. Communication has not really begun again. Administration experienced lots of stress and they have fallen back into old patterns. Staff feeling frustrated and angry. We have lost the gains we had experienced in empowerment.

Faculty views FAC as a puppet. Principal is perceived as being powerful; some are intimidated. There are some things that should be happening that are not; the question is, why bother.

## Appendix MM

## Faculty Advisory Committee
## Acceptance of Decisions
## 1989-90

| Date | Decisions | Accepted | Not Accepted |
|---|---|---|---|
| 3/31/89 | .Finalize and prioritize list of faculty concerns. | x | |
| 4/12/89 | .Process to consider faculty submitted items | x | |
| | .Inclusion: discipline in Concern one | x | |
| | .Process to be used:single issues | x | |
| 4/19/89 | .Three ideas from brainstormed list chosen as focus of meeting | x | |
| | .Suggestions:faculty responses | x | |
| 5/3/89 | .Additional concern added to list list for consideration. | x | |
| | .Suggestions:encourage students to attend class | x | |
| | .FAC should keep faculty updated about their activities | x | |
| 5/10/89 | .Referred issue on student placement to departments | x | |
| | .Solicited solutions from faculty | x | |
| 5/17/89 | .FAC will compile teachers' attendance keeping procedures and distribute to faculty | x | |
| | .Added five more concerns about faculty unity/morale added to list | x | |
| | .List of 17 concerns consolidate to five concerns | x | |
| | .Suggestions: concerns | x | |
| | .Solicited solutions | x | |
| 5/24/89 | .Have a picnic | x | |
| | .Present serious and not-so-serious awards | x | |
| 11/3/89 | .Presentation of written statement of purpose for FAC that defined roles and goals. "It was agreed that the FAC members review this for discussion" | x | |
| 11/15/89 | .FAC reviewed,amended and unanimously accepted final wording of statement of purpose | x | |
| | .Defined 4 ideas worth pursuing as responses to staff morale and stress management | x | |

Appendix MM contd

| Date | Decisions | Accepted | Not Accepted |
|---|---|---|---|
| | ."The FAC recommended and the building administration approved as policy the following statement: Individual teachers may decide on whether food (should) be allowed in class including when and what types." | x | |
| 11/29/89 | .Staff bulletin board | x | |
| | .Pot luck luncheon on 12/5 | x | |
| | .Afternoon bowling:reduced rate | x | |
| | .Informal support group | x | |
| | .Concerns about food in classrooms should be channeled through FAC | x | |
| 1/31/90 | Support recycling and "unanimously voted to recommend the student council be responsible for deciding on how the profits should be spent. They, i.e., the profits, are to benefit the entire school." | x | |
| | .Solicited staff members to submit ideas and concerns about ISS to their FAC representative | x | |
| 3/26/90 | .The FAC voted to recommend to the principal that the principal NOT approve "Announcement Bingo" | x | |
| 4/25/90 | .Send a representative to the asbestos conference | x | |
| | .Voted unanimously on the representative | x | |
| | .Disseminate list of effective staff responses to tardiness | x | |
| | .Formed a committee to recognize accomplishment of staff and provide awareness of events | x | |
| 5/9/90 | .Have a catered picnic for faculty and staff only | x | |
| | | 35 | 0 |

## Appendix NN

## Faculty Advisory Committee
## Identification of Decision-Making Process
## 1989-90

| Date | Decisions | Identified | Not Identified |
|---|---|---|---|
| 3/31/89 | .Finalize and prioritize list of faculty concerns. | x | |
| 4/12/89 | .Process to consider faculty submitted items | | x |
| | .Inclusion: discipline in concern number one | x | |
| | .Process to be used: single issues | x | |
| 4/19/89 | No tape | | |
| 5/3/89 | No tape | | |
| 5/10/89 | .Referred issue on student placement to departments | x | |
| | .Solicited solutions from faculty | x | |
| 5/17/89 | .FAC will compile teachers' attendance keeping procedures and distribute to faculty | x | |
| | .Added five more concerns about faculty unity/morale to list | x | |
| | .List of 17 concerns consolidated to five concerns | x | |
| | .Suggestions: concerns | x | |
| | .Solicited solutions | x | |
| 5/24/89 | No tape | | |
| 11/3/89 | .Presentation of written statement of purpose for FAC that defined roles and goals. "It was agreed that the FAC members review this for discussion" | | x |

## Appendix NN contd

| Date | Decisions | Identified | Not Identified |
|---|---|---|---|
| 11/15/89 | .Reviewed,amended and unanimously accepted final wording of statement of purpose | x | |
| | .Defined responses to staff morale and stress management | x | |
| | .Recommended individual teachers decide on whether food (should) be allowed in class including when and what types | x | |
| 11/29/89 | .Staff bulletin board | x | |
| | .Pot luck luncheon on 12/5 | x | |
| | .Afternoon bowling:reduced rate | x | |
| | .Informal support group | x | |
| | .Concerns about food in classrooms should be channeled through FAC | x | |
| 1/31/90 | Support recycling and "unanimously voted to recommend the student council be responsible for deciding on how the profits should be spent. They, i.e., the profits, are to benefit the entire school." | x | |
| | .Solicited staff members to submit ideas and concerns about ISS to their FAC representative | x | |
| 3/26/90 | Defective tape | | |
| 4/9/90 | No minutes but there was a tape | | |
| | .Students in hall | x | |
| | .Tardiness | x | |
| 4/25/90 | .Send a representative to the asbestos conference | x | |
| | .Voted unanimously on the representative | x | |
| | .Generate and disseminate list of effective staff responses to tardiness | 18x | |
| | .Formed a committee to recognize accomplishment of staff and provide awareness of events | x | |
| 5/9/90 | .Have a catered picnic for faculty and staff only | x | |

## Appendix OO

## Tally of Responses on Decision-Making and Roles and Goals Questionnaires
FAC May 1990

Decision Making is the process of selecting a course of action. Effective decision making considers the nature of the task, the quality of the decision, the time available for decision making and the level of commitment of group members to the decision that is necessary if it is to be carried out.

| | Not True | | | Very True | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. An appropriate decision making method is agreed upon before the group makes the decision. | | | | 1 | 6 |
| 2. Implications for future decisions are explored. | | | | 3 | 4 |
| 3. Decisions are clearly recognized and accepted by members. | | | | 3 | 4 |
| 4. The group avoids premature closure on decisions. | | | | 4 | 3 |
| 5. What decision-making methods are used most often? | | | | | |
| a. Lack of response (suggestions bypassed without comment) | 5 | 2 | | | |
| b. Authority rule (based on power structure) | 3 | 3 | 1 | | |
| c. Minority rule (two or three members manipulate action without general consent) | 4 | 2 | 1 | | |
| d. Majority rule (voting or polling) | | 1 | 1 | 1 | 4 |
| e. Consensus (everyone has a chance to influence the decision and is willing to go along) | | | 1 | 3 | 3 |
| f. Unanimous consent (total agreement) | | | 2 | 2 | 3 |

Appendix OO contd.

FAC Goals and Roles Responses
May 1990

| Item | Not True | | | | Very True |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1.The overall purpose of the group is clear to everyone | | 1 | | 4 | 2 |
| 2.Specific objectives are well defined | | | 1 | 2 | 4 |
| 3.Necessary action steps are identified | | | 2 | 2 | 3 |
| 4.An appropriate sequence of activities is established | | | 1 | 3 | 3 |
| 5.Individual members are clear about their responsibilities | | | | 4 | 3 |
| 6.Standards for quality and effectiveness are understood by everyone | | | | 4 | 3 |
| 7.Goals are challenging but attainable | | 1 | | 4 | 2 |
| 8.Reasonable time boundaries/ deadlines are clear | 1 | | | 3 | 3 |
| 9.All members seem committed to the group's goals | | | | 2 | 5 |

10.What are the goals of this group?

.Sounding board for faculty/staff concerns; leadership in policy formation

.To provide a communications vehicle for teachers and administrators, teachers and teachers (staff); to help make decisions/reconcile differences or address concerns

.As stated at the beginning of the year, we have served as a communication link between the faculty and the administration. This goal is attained only partly because most people see us as not having any power to do anything so they hesitate to communicate if nothing changes

.To create a satisfied faculty by acting as a support group and medium between the faculty and administration

.To provide a meaningful source of communication between faculty and administration and to help find solutions to problems arising in different areas

## Appendix PP

### Alignment Between FAC Role Identification and Expectations, 1989-90

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| 3/15/89<br>FAC | .Principal: (This group ) is an advisory council | x | |
| | .Principal: It's an advisory council | x | |
| | .Principal: That means on an issue you would give a recommendation to me in terms of a concern that you have or the people you represent have | x | |
| | .Principal: Generally, it's an advisory council, so that means we'll talk about things, we'll work on some solutions. | x | |
| | .Principal: You'll make recommendations, but the decisions are going to be mine | x | |
| 3/30/89 | Training on decision-making, roles, goals, agenda | x | |
| 3/13/89-5/24/89<br>FAC Minutes | Minutes of the FAC document a pattern of behaviors consistent with the role defined in the first meeting. | x | |
| 11/3/89<br>FAC | Principal: Q wanted to say that we were in no way a decision-making body | x | |
| 11/15/89<br>FAC | "Statement of Purpose" | | |
| | Role: We are a group of people called together for the discussion of common concerns | x | |
| | Purpose: 1. To inform members of faculty concerns. | x | |

Appendix PP contd

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| | 2. To offer opinions and suggestions about those concerns. | x | |
| | 3. To recommend solutions and receive feedback from the building principal on those recommendations. | x | |
| | 4. To be a major communication link between faculty and administrators. | x | |
| | O: "... that is a concern of mine, that if we are going to spend a lot of time on solutions and recommendations that it would be nice if we could make sure that we could push them and make sure that they are done." | | x |
| | P: "I was under the assumption that we are not a decision-making body... | x | |
| 11/15/89<br>FAC | Principal: Well, that's really why we are doing this, so we have a clear understanding of what the role is..... Generally, the FAC is not a policy setting body | x | |
| | Principal: to recommend solutions is a safer statement than saying that we are going to make decisions we have to live by | x | |
| | Principal: ...some things that would be very inappropriate for me to include you in making the decisions ....for example, staffing patterns, my salary. | x | |

Appendix PP contd

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| | Those are some issues that I would say are off limits. | | |
| | Principal: There are some other areas though, that we could maybe talk about. I guess at this point..... how do you see it? What role do you want me to play? What role do you think is appropriate? What role do you think the staff is comfortable with? | | x |
| 1/31/90<br>FAC | Principal: FAC's role would be to listen to what staff is saying and bring it to our next meeting | | x |
| 5/9/90<br>FAC | .Following a concern about how department chairs are chosen, the principal identified the appropriate policies and that such issues should be handled within the department or within the administration | x | |
| | .Following a concern about how teaching assignments are determined, the principal identified the final responsibility rests with the principal | x | |

Appendix PP contd

| Date and Setting | Indicator | Consistent | Inconsistent |
|---|---|---|---|
| 5/90<br>Responses on Questionnaire to:What are the goals of this group? | .Sounding board for faculty/staff concerns; leadership in policy formation | | x |
| | .To provide a communications vehicle for teachers and administrators, teachers and teachers (staff); to help make decisions; reconcile differences or address concerns | x | |
| | .As stated at the beginning of the year, we have served as a communication link between the faculty and the administration. This goal is attained only partly because most people see us as not having any power to do anything so they hesitate to communicate if nothing changes | x | |
| | .To create a satisfied faculty by acting as a support group and medium between the faculty and administration | x | |
| | .To provide a meaningful source of communication between faculty and administration and to help find solutions to problems arising in different areas | x | |

# Appendix QQ

## Department Chairs Assumption of Task Initiation Responsibilities

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 3/27/89 | 1<br>N=2 | 0<br>N=1 | 0<br>N=0 | 0<br>N=0 |

Agenda:

DC: Followed request by principal for agenda items.
1. Suggestion for Centennial Celebration
AD:
1. Finalize North Central Report

Problem Solving:

DC:
0: If there were a negative rating for problem solving it would have to be awarded to this meeting. The planners of the Renaissance Fair had specifically come to the meeting to ask for help in solving potential problems. At one time during the meeting the planners asked if there were holes in the idea. There was no response. The DC's asked questions for their own information and from their own perspective. The Fine Arts chair asked if they expected the music department to provide the music and advised them the band would be gone. The Foreign Language teacher wanted to know if French honors students could be present. One DC wanted to know how long the students would be out of class.

On one issue a department chair made an attempt at problem solving, "could you put out a list" but this idea was ignored and was not pursued as a problem solving option.

AD:
1: Assistant principal. "OK, we've worked these out. Probably as easy to put in your boxes."

Appendix QQ contd

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 4/3/89 | 0<br>N=5 | 8<br>N=15 | 1<br>N=1 | 1<br>N=2 |

Agenda:

AD:
The principal suggested during the meeting that the other agenda items be postponed for next time.
1. Memo: "Politics in School"
2. Membership of group to study criteria for placement in classes
3. North Central Reports: Language Arts and Fine Arts
4. Report on Career Awareness
5. Super School Grant report

Problem Solving:

DC:
1. "I'd suggest the problem is the time line; we need to change that"
2. A discussion centered on the need to articulate and clarify the criteria for placement in the various levels of classes
3. "There needs to be inter-school and intra-school articulation"
4. A discussion of the need to define the benefits for students
5. "There needs to be an examination of the philosophy of the courses"
6. References to the relationship between the type of class and class size
7. "Maybe we need more information to make decisions"
8. "There should be junior high teachers as well"

AD:
1. Quality points are a related issue
2. Reminder of the building policy
3. "Maybe what we ought to consider is to come back, analyze it, decide what we'll do. Our strategy may be to study for a year long process"
4. "I don't know that this has been discussed at the district level"
5. "I'm going to suggest _____, _____ and ______ work out the wording. This may be the most important task we do all year."
6. "I'm assuming the principal will appoint this task force, is that your same understanding?"
7. "I personally believe variety of membership is important....food for thought....not an edict."

Appendix QQ contd.

New Topics Introduced
DC:
1. General students

Different Course of Action
DC:
1. Task force should be formed
AD:
1. Task force to be appointed by principal

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 4/17/89 | 0<br>N=3 | 3<br>N=4 | 1<br>N=1 | 1<br>N=4 |

Agenda:
AD:
1. Fines
2. End of the Year reports
3. Evaluating Renaissance Fair

Problem Solving Procedure
DC:
1. Would it help to consider singleton classes?
2. Does it need board approval?
3. Push for clarification before voting on a budget item: impact on "good students"
AD:
1. Bring in elementary art teachers

New Topics Introduced
DC:
1. One department chair says department chair description does not fit needs of department members

Different Course of Action
DC:
1. Seek alternate funding
AD:
1. Use department chairs to make the decision rather than forming a new task force
2. Suggests rewording: Art
3. Suggests the implementation does not fit the recommendation and needs to be changed

5/15/89 The meeting was not taped.

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End of baseline data.

Appendix QQ contd.

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 8/24/89 | 0<br>N=8<br>(for 8/24)<br>2<br>N=20<br>(for 9/19) | 3<br>N=8 | 0<br>N=0 | 0<br>N=0 |

Agenda

8/24 AD:

1. Asbestos implications
2. Attendance Report
3. Master Schedule and enrollment verification
4. Student information folders
5. Condition of building, supplies and equipment
6. North Central report
7. Career Awareness
8. Announcement: training on stages of group development

9/19 DC:

1. Back to School Night
2. Testing in shortened periods

AD:

1. Team building
2. Review "Preserving Elective Courses"
3. Class size
4. Assembly schedule
5. Daily attendance report
6. Professional travel
7. Plans for inservice day
8. Advisee/advisor program
9. Phoning parents
10. Gathering information on instructional practices
11. North Central
12. Faculty meetings
13. Department meetings
14. Announcements
15. Scan Forms: Progress Reports
16. Eligibility
17. Inservice on group development
18. Enhance our language program

Problem Solving Procedure

DC:

1. Create a study hall for at-risk students
2. Brief brainstorming on when to have announcements due to the shortened schedule
3. How will excuses to keep a doctor's appointment be handled under the new policy

## Appendix QQ contd

AD:
1. Asbestos plan generated by administration in both buildings; shared with department chairs
2. Department chairs from both buildings will meet together to address common agenda items
3. Attendance policy (new) explained
4. Procedure for obtaining supplies communicated
5. Final North Central report is being generated by the administration

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 9/19/90 | 1<br>N=4 | 5<br>N=11 | 0<br>N=0 | 2<br>N=2 |

Agenda

DC:
1. Pilot Russian language class

AD:
1. Copyright laws
2. Report on ACT tests
3. North Central Follow-up Report

Problem Solving Procedure

DC:
1. Several plans for assembly schedules and traffic patterns were briefly discussed before one was chosen
2. Feedback on the administrator generated attendance form
3. Feedback on how the presentation of the attendance form to the faculty could enhance or detract from its effectiveness
4. Brainstormed meeting sites: faculty meetings
5. Suggestions for adjustments in testing for 45 minute periods
   (There were attempts to problem solve on class size but people were told to give their input in writing to the administration)

AD:
1. Class size guidelines used in assigning students was distributed. Feedback was requested.
2. Possible plans for assemblies distributed
3. Attendance policy and duties and responsibilities for implementing this policy were outlined
4. Role of teacher in making "Back to School Night" phone calls explained
5. Brainstormed meeting sites: faculty meetings
6. Adminstration will find sites: department meetings

Appendix QQ contd.

Different Course of Action

DC:

1. Do attendance report presentation in small groups
2. At DC meetings discuss school issues rather than the business of communication

October 2, 1989: No tape
October 16, 1989: No tape

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 10/30/90 | 1<br>N=5<br>for 10/30<br>0<br>N=4<br>for 11/6 | 2<br>N=3 | 0<br>N=0 | 1<br>N=1 |

Agenda

10/30

DC:

1. Horatio Alger Award

AD:

1. Handout on abusive teacher
2. Task force for ability grouping study
3. Final North Central report
4. Attendance up-date

11/6

AD:

1. ISS Assignments
2. Task force on ability grouping
3. Discussion: article on abusive teachers
4. Joint department meetings

Problem Solving Procedure

DC:

1. Sign up sheet for visits: North Central
2. Formulating concerns about absence policy and the message the consequences of teachers' errors will send to the faculty

AD:

1. Consequences of teachers' errors in reporting absences explained.

Different Course of Action

DC:

1. Alternate process to go through North Central

Appendix QQ contd.

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 11/6/89 | 0<br>N=3 | 14<br>N=20 | 0<br>N=0 | 4<br>N=4 |

Agenda

AD:
1. Budget
2. Semester tests
3. Formation of ability grouping study committee

Problem Solving Procedure

DC:
1. Mailing labels
2. How to set up committee
3. Calls for five to fist

Brainstorming for ability grouping issues:

4. Impact for students
5. Contracting vs. tracking
6. Vocabulary: general/regular
7. Define courses: define students
8. Movement among levels
9. Need to decide on a process
10. Determine committee membership
11. Timeline
12. Examining the research
13. Rationale/purpose
14. Review of status quo

AD:
1. In School Suspension (ISS) On the agenda and in the minutes this is shown as being co-presented with a department chair. The tape documents that this was primarily an administration proposal

> "AD: Let me start and _____ can jump in.
> DC: I don't really want to say anything; you say it all."
> During the report by the AD the DC said, "May I interrupt?"

2. Initiates brainstorming
3. Joint meetings are to be held by department chairs from both high schools; some of the agenda items will be submitted by the administration

Brainstorming for ability grouping issues:

4. Feeder Jr. Highs
5. Some individuals are contracting below their ability
6. Weighted grades

## Appendix QQ contd.

### Different Course of Action

DC:
1. Cease discussion during brainstorming
2. Examine district level's posture on this issue
3. Stop discussion and assign to a committee
4. Initiate proactive shared department chair meetings

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 12/4/89 | 1<br>N=2 | 1<br>N=2 | 1<br>N=1 | 2<br>N=3 |

### Agenda

DC:
1. Overview of departments' budget needs

AD:
1. Enrollment guide changes

### Problem Solving Procedure

DC:
1. We need to have this information ahead of time

AD: The meeting was primarily a budget meeting and was conducted by the assistant principal
1. Report on 1990-91 budget presented

### New Topics Introduced

DC:
1. Every department needs to think technologically

AD:
1. Central office wants evidence that the budget was was constructed with staff involvement.

### Different Course of Action

DC:
1. What type of meeting to be held. Discussion of general view vs. rushing to a decision
2. Re-think and possibly redesign the testing schedule

AD:
1. Shift in reporting to each other versus reporting to central office

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 12/11/90 | 0<br>N=7 | 2<br>N=4 | 3<br>N=3 | 0<br>N=0 |

Appendix QQ contd.

Agenda

AD:
1. Equipment replacement and repair budget
2. Ability grouping study update
3. Registration
4. McREL Workshop
5. New procedure for ISS
6. Change beliefs
7. Time out: 1/14/90

Problem Solving Procedure

DC:
1. Negotiates process in prioritizing budget
2. Clarifies that the product to be brought back to the total group should be a suggested priority list rather than a compilation

AD:
1. Clarifies purpose of meeting (Note: there seems to be some disagreement between the principal and assistant principal as to whether this is a decision-making session or not)
2. Adminstration will compile and refine what has been expressed today, return for further refinement

New Topics Introduced

DC:
1. Create sinking fund
2. Business partnerships
3. Sharing facilities; double use of fund

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 1/22/90 | 2<br>N=5 | 2<br>N=5 | 0<br>N=0 | 0<br>N=1 |

Agenda

DC:
1. Activities during finals week
2. Length of period for classes during finals week

AD:
1. Allocation of equipment and replacement budget
2. Discuss change beliefs
3. Registration up date

Problem Solving Procedure

DC:
1. Each department with a level two class come up with five criteria or guidelines for placing general students on level two
2. District needs to look at technology with a futuristic view

Appendix QQ contd.

AD:
1. Proposed budget cuts and allocations to sinking funds.
2. Movement of furniture (Administrative intern)
3. Feedback on communication

Different Course of Action

AD:
1. Rather than our one high school studying ability grouping we need to look at this as a district level issue.

(Note: the secretary was ill...no minutes)

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 2/5/90 | | 0<br>N=1 | 1<br>N=2 | 0<br>N=0 |

Agenda

DC:
1. Activities during final exam week

AD:
1. SPIN evaluations
2. Process for formulation of agenda
3. Proposed guidelines for general classes
4. Proposed new state accreditation guidelines
5. Study possibility of permitting students with an "A" or "B" and five or fewer absences to be excused from taking the final in that particular class
6. Concerns Based Adoption Model (CBAM)
7. Career Awareness material
8. Calendar for the rest of the year

Problem Solving Procedure

AD:
1. Too many school activities during final week; memo sent

New Topics Introduced

DC:
1. Evaluation of the effectiveness of vocational programs

AD:
1. Are finals all that important?

Appendix QQ contd.

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 3/5/90 | 0<br>N=3 | 5<br>N=9 | 0<br>N=0 | 1<br>N=2 |

Agenda

AD:
1. Activities during finals week
2. Evaluation of SPIN
3. Proposed new State Accreditation Guidelines

Problem Solving Procedure

DC:
1. Gather information about activities during final exam week
2. SPIN night: rotation schedule for faculty to attend
3. Three criteria not to use for placing students in general classes
4. Change name of general classes
5. Small group discussion of procedure to use in setting the agenda for department chair meetings

AD:
1. SPIN night: have students attend as well as parents
2. Submit guidelines for general classes
3. Initiated process to discuss involvement of department chairs in planning the agenda
4. Read handout regarding the proposed new state accreditation guidelines

Different Course of Action

DC:
1. Restrict meetings to maximum of 1 1/2 hours

AD:
1. Administration and department chairs plan agenda jointly

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 3/19/90 | 0<br>N=4 | 1<br>N=3 | 0<br>N=0 | 1<br>N=2 |

Agenda

AD:
1. District needs assessment
2. Criteria for general placement
3. Proposed weighted grades
4. Creating agenda for future meetings

Appendix QQ contd.

Problem Solving Procedure

DC:
1. School activities in final week should be limited and practices should be no more than 1 1/2 hours/participant (Problem solving shared with AD)

AD:
1. School activities in final week should be limited and practices should be no more than 1 1/2 hours/participant (Problem solving shared with DC)
2. Science and Math need to put their recommendations for general classes into recommendation form

Different Course of Action

DC:
1. Memo from administration on school activities during final week be sent to faculty

AD:
1. Change in process of submitting agenda items

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 4/9/1990 | 3<br>N=5 | 1<br>N=3 | 0<br>N=0 | 1<br>N=1 |

Agenda

DC:
1. Exam policy
2. Building security during class time
3. Non-scheduled class offering

AD:
1. Placement criteria for general classes
2. Budget concerns

Problem Solving Procedure

DC:
1. "Can we make a decision on that (final exams) or does this go to the whole faculty?"

AD:
1. Weighted class rank
2. Negative example: feedback was given on the communication form but there was no discussion of the implications...just read the numbers

Different Course of Action

DC:
1. Discuss exams for A/B students with less than 5 absences with department members before making a decision

Appendix QQ contd.

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 5/14/90 | 1<br>N=9 | 5<br>N=7 | 1<br>N=1 | 0<br>N=1 |

Agenda

DC:

1. Reversal of the general level placement criteria during the good of the order

AD:

1. Roles and goals of department chair
2. Procedure for placing items on agenda
3. Program to assist teachers with strategies, resources and support bases necessary to effect the success of students in classroom
4. Class period schedule
5. Courtesy fund
6. Budget request and supplies
7. Class schedules and enrollments
8. (Cursory) examination of effectiveness of group

Problem Solving Procedure

DC:

1. Discussion centering on defining students who belong in general class
2. Question the criteria being used to place students in general classes
3. Some department chairs volunteered to study placement of students in aide position
4. Calling for position on how people stand on students being either in class or in a study hall
5. Discussion of the impact on students when they are placed in general classes

AD:

1. Draft statement: criteria for placement in general classes
2. Initiated study group for placement of students in aide positions

New Topics Introduced

DC:

1. People need in the hall at class time

AD:

1. Feedback forms on principal to be filled out by department members

## Appendix QQ contd.

### Different Course of Action

AD:

1. (Negative example) During "Good of the Order" a decision was reversed that had been made earlier in the meeting

| Date | Agenda | Problem Solving Procedure | New Topics Introduced | Different Course of Action |
|---|---|---|---|---|
| 8/23/90 | 1 | 1 | 1 | 1 |
| | N=7 | N=1 | N=1 | N=3 |

### Agenda

DC:

1. Review research on tracking and ability grouping

AD:

1. Discipline and attendance reports
2. PSAT/PACT testing
3. Criteria for general placement
4. Building leadership team
5. Secondary school recognition program: 1990-91
6. (Cursory) review of group process

### Problem Solving Procedure

DC:

1. Identification of teacher's perception that students cannot be moved once they are placed in a general class

### New Topics Introduced

DC:

1. Define the nature of department chairs' business; where do we fit on an organizational chart

### Different Course of Action

DC:

1. Examine the research on placement in general classes

AD:

1. Use stop light instead of timer
2. Instead of using process observer forms, have open ended discussions